

2011



Flatbush Promise Neighborhood Initiative

U.S. Department of Education Promise Neighborhoods Planning Grant Application
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Planning Grant Priority 1 (Absolute) Proposal to Develop a Promise Neighborhood Plan

PROJECT NARRATIVE

A. Need for the Project

(A-1) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators.

CAMBA, Inc., a community-based organization founded in 1977, is applying for a Promise Neighborhood Planning Grant to serve the Flatbush Neighborhood located in Brooklyn (Kings County), one of New York City's largest boroughs with a population of over 2.5 million residents. CAMBA's growth and development from a \$50,000 agency in 1977 to a \$92 million organization today is a result of the agency addressing the evolving needs of a changing neighborhood. CAMBA provides services to 45,000 individuals and families annually through an integrated set of six program areas: Education and Youth Development, Economic Development, Family Support Services, HIV/AIDS Services, Housing Services and Development, and Legal Services. Located in over 50 locations throughout Brooklyn and across New York City (NYC), CAMBA has deep roots in the communities in which it operates. The Flatbush Neighborhood comprises 2.3 square miles and consists of approximately 300 square blocks. This densely populated urban area presents many challenges to families, including overcrowding, pollution, and vermin infestation. According to the U.S. Census Bureau's 2005-2009 American Community Survey 5-Year Estimates, 161,392 people live in the Flatbush Neighborhood. Forty-nine percent of residents are foreign born with a vast majority of immigrants originating from Caribbean countries. With over 13,000 residents, the Haitian community is the largest immigrant



Figure 1
Map of Flatbush

community living in Flatbush. There are an additional 22,000 foreign born residents representing Jamaica, Trinidad, Guyana, and Mexico. These immigrants must not only learn to navigate complex governmental systems, they must also assimilate into a new culture. Thirteen point seven percent of Flatbush residents speak Spanish at home, followed by 9.2% who speak Haitian Creole; 5.4% who speak Russian; 3.5% who speak an Indic language; 2.8% who speak Urdu, and 2.7% who speak French. Parents who cannot speak English well cannot participate fully in their children's education.

While English is the dominant language (52%) in Flatbush, 20.3% of families are linguistically isolated and 4,365 children ages 5-17 live in linguistically isolated households. Parents from these households often keep their children out of school because they need them to act as interpreters. (Linguistically isolated households are defined by the Census Bureau as households in which either no person age 14 or over speaks only English at home, or no person age 14 over who speaks a language other than English at home speaks English "Very well"). Twenty-two point one percent of families living in Flatbush live at or below the federal poverty level and 25.2% of children live in povertyⁱ. Flatbush far exceeds the poverty levels of New York City (NYC) at 19.9%, and the U.S. national average of 13.5%ⁱⁱ. Additionally, 92.9% of children attending P.S. 269, one of CAMBA's target schools, are free or reduced lunch eligible. At P.S. 361, the other target school, 86.1% of children are free or reduced price eligible.ⁱⁱⁱ These subsidized meals are frequently the only meals these children receive in a given day.

According to the New York State (NYS) Department of Labor, as of July, 2011, unemployment in Brooklyn stood at 9.7%. This is significantly higher than the rates for NYC (8.8%) and NYS (8.0%) and above even the national average of 9.3%. Analysis by the Economic Policy Institute shows that unemployment among African Americans in NYS averaged 14.4% in

2010. Given the large Black population in Flatbush, one can anticipate that unemployment in Flatbush is higher than in Brooklyn as a whole. High unemployment is often associated with increases in domestic violence and child abuse and neglect. William Dudley, President and Chief Executive Officer of the Federal Reserve Bank of New York, said one fifth of families in Brooklyn had incomes below the poverty level; again twice as high as the national rate. Mr. Dudley pointed to a key contributor - Brooklyn's high consumer debt delinquencies – double the statewide rate.^{iv}

In Flatbush, 80% of families live in rental units; and 54.7% pay more than 30% of their income on housing. There is a shortage of affordable housing and families are often forced to live in overcrowded housing conditions; doubled and tripled up. This often deprives children of the quiet and privacy they need to complete their school work. The foreclosure rate per 1000 1-4 family properties in Flatbush is 33.5 compared to Brooklyn at 25.2 and NYC at 21.8 (2010)^v. The Building Indicator Project (BIP)¹, a database that identifies multifamily properties in physical and financial distress, developed by University Neighborhood Housing Program (UNHP) revealed startling results for Brooklyn. According to an analysis of the report by Enterprise Community Partners, 9% of all multifamily units, or over 3,600 units, show enough distress to be considered “at-risk” compared to NYC with only a 5% as rated by BIP scores of 800 or more². Brooklyn had the highest percentage of buildings (44.2%) scoring over 800 based on violations, such as peeling paint or the lack of heat and/or hot water^{vi}. RealtyTrac, publisher of the largest database of foreclosure, auction and bank-owned homes in the country for investors and homebuyers, reported that year-to-date nationwide 1.6 million homeowners have

¹ The BIP database, conceived in 2003, launched in 2004, works as a tool to identify levels of distress in buildings with at least five residential units using publicly available violation and lien data.

² The BIP uses a formula that draws on violations records, city liens, and other building information to create a scoring system that is an indicator of distress.

received foreclosure notices since the real estate crash began in 2007. In July 2011, there were 2,225 new foreclosure filings for New York State. According to the NYS Banking Department, Brooklyn has the fourth highest number of 90-Day Pre-Foreclosure Notices filed out of all counties in the State. In order to address this issue, CAMBA developed a Foreclosure Prevention Program³ which has helped 204 families remain in their homes, avoiding foreclosure of their properties. CAMBA Housing Ventures, a subsidiary of CAMBA, Inc., provides housing services to 1,166 individuals and families. CAMBA's Eviction Prevention Unit also prevented 1,000 evictions between 4/2010-3/2011.

In Flatbush, twenty-two point three percent of residents age 25 and older do not have a high school diploma or GED. This dramatically limits their employment prospects. Mobility rates for children 18 years and younger who have moved in the past year is 6.9% in Flatbush, slightly higher than 6.8% for Brooklyn. The percentage of children living in single parent or no parent homes is far higher in Flatbush at 61% versus Brooklyn at 41.4% and NYC at 42.9%. Lack of supervision after school often leads children to engage in gang activity and violence. The 67th Police Precinct covers Flatbush and its CompStat year-to-date statistics covering the week 8/8/11-8/14/11 reported the following increases in violent crimes compared to this time last year: 28 rapes (an increase of 33.3%), 274 robberies (8.7%), 411 felony assaults (45.2%) , and 263 burglaries (13.4%). Minor crimes also increased; 630 misdemeanor assaults (an increase of 6.6%) and 49 misdemeanor sex crimes (44.1%). The New York Daily News reported on 6/24/2011 that Brooklyn South, which includes the Flatbush Neighborhood, is the only command in the city to report a “spike in shootings so far this year.” According to the article, there have been 103 shootings in Brooklyn South – up from 82 at this time last year. The 67th Precinct in

³ In 2008, CAMBA established the Foreclosure Prevention Program to provide legal advice, advocacy and litigation services to homeowners with subprime mortgages and those who have been the victim of predatory lending practices.

Flatbush reported “the biggest surge in the city – a 54% increase.” An example of how violent crimes have peaked in the last year - on 4/28/2011, a 24 year-old man standing outside a restaurant talking on his cell phone was gunned down in broad daylight – reportedly a case of mistaken identity. The police attribute the violence to an increase in drug and gang activity.

In 2009, a total of 33.0% or 53,380 residents in Flatbush received income support; 40,287, or 25.0%, received Medicaid. According to the United Hospital Fund, in 2009, 22.5% of respondents in Flatbush reported being in fair or poor health; 17% were uninsured; 29.8% were obese; 13.3% were diagnosed with diabetes; and 13.3% had asthma. According to the NYC Department of Health and Mental Hygiene (DOHMH), in the first half of 2010, Brooklyn had the highest number (487) and percentage (27.3%) of new HIV diagnoses. These unrelenting realities for families struggling to survive in Flatbush make this neighborhood an ideal location to implement a Promise Neighborhood.

Target Schools/Academic Need Indicators: CAMBA identified early education school, P.S. 361, grades pre-kindergarten to 2nd, and elementary school, P.S. 269, grades 3-5, as the target schools for Phase I planning for the Flatbush Promise Neighborhood Initiative. PS 361 with 600 students is a feeder school to P.S. 269; approximately 90% of P.S. 361 students continue to 3rd grade at P.S.269, which has an enrollment of 581. Through the New York State School Report Card Accountability system, P.S. 269 was deemed a low-performing school after failing to meet the Annual Yearly Progress (AYP) goals for two consecutive years. In New York State student proficiency is measured as follows: Level 1 is not meeting learning standards; Level 2 is partially meeting learning standards; Level 3 is meeting learning standards; and Level 4 is meeting learning standards with distinction. Students at Level 3 or 4 are considered proficient. As indicated on PS 269’s most recent NYC Department of Education progress report,

67% of students tested below proficiency in English Language Arts (ELA) and 62% of students tested below proficiency in Math. Less than 40% of students were found proficient in either area. Furthermore, achievement gap analyses show that students with disabilities trailed their peers on ELA – scoring 111 out of a possible 200 points and Math (140/200) exams respectively^{vii}. The general student population scored an average of 150/200 in ELA and 178/200 in Math. For the 2010-2011 school year, the New York State Education Department designated P.S. 269’s status as “Improvement (year 1) – Focused” for ELA. At P.S. 361, as the students do not take the NYS ELA and Math exams in these grades, the school reports are generated as to how their students fare in further grade testing. While the school is in good standing, testing results indicate a need for a plan for consistent and high academic achievement.

The targeted schools are very much neighborhood-based schools, with student populations mirroring the surrounding community. P.S. 269’s student demographics consists of 89% Black, 7% Latino, 2% Asian, 2% White, and two students identified as American Indian. A majority of the students are of Caribbean descent. The school draws most of its students from Flatbush Gardens, a multi-family housing complex comprised of fifty-nine buildings with primarily working class, middle and low income families. This housing development is the largest non-NYCHA (New York City Housing Authority) property in the city and is at risk of foreclosure. Either living with a single parent or living in homes with two working class wage-earners, 92.9% of students at P.S. 269 live below the federal poverty level^{viii}. Additionally, students are exposed to a neighborhood environment that is unsafe and is plagued by bullying and other forms of violence, drug related crime, and child neglect and abuse.^{ix} Given these conditions, many children do not get enough vigorous physical exercise because they are afraid to go outside on their own.

P.S. 269's total enrollment in 2010-2011 was 581 students of which 17% received services in self-contained classes, Special Education (SPED) Collaborative Team Teaching (CTT) classes, or other services for students with disabilities. Fifteen percent (89) of students are English Language Learners (ELLs). The ELL students cross all three grades, with one fulltime English as a Second Language (ESL) Teacher who is charged with developing English language skills. According to the school's outgoing principal, Phyllis Corbin, several areas are of particular concern in student performance:

- Students in all groupings failed to meet their writing benchmarks in constructive responses.
- A downward trend in scores of reading and math of Level 1 students in all grades. In Science, scores for Level 3 and 4 students decreased by 19%. In Social Studies Level 4 students' scores decreased by 5% and Level 1 and 2 students decreased by 6% from the previous year.
- The ability to quickly adjust and acculturate newly arriving students, for example in the 09-10 school year, there were increased needs presented with the newly arriving immigrant students from Haiti as a result of the earthquake that devastated the island country in January 2010. The Flatbush Neighborhood, and subsequently P.S. 269, experienced an influx of children from Haiti, many of whom had never received any formal education and did not speak English.
- The continual challenge of how to help the ELL children catch up with their peers when their parents often don't speak English and have not had access to a formal education either.

Challenges in the elementary grades ultimately impact upon students' performance in later educational stages. For example, at James Madison High School, which draws students from the FPNI area, in 2010 the graduation rate was only 70.2% and only 74.2% of students earned 10 or more credits in their first year. For the 2010-2011 school year, the New York State Education Department designated Madison's status as "Improvement (year 10 – Basic" for Mathematics.

In addition to high levels of need for support for local schools, Flatbush also shows a number of other indicators of distress. *Family and Community Need Indicators* show disparities between the Flatbush Neighborhood, Brooklyn, and NYC for most indicators in Table 1 (see Appendix G). However, for many of the indicators, the Flatbush Neighborhood is within range of Brooklyn and NYC with a few exceptions. For example, the teen pregnancy rate for the Flatbush Neighborhood is significantly higher (94.6) than Brooklyn (85.9) and NYC (81.1). Teen parents frequently have to discontinue their own education, have lower earning potential, and require more parenting support. Flatbush also takes the lead with the highest housing violations per 1,000 rental units (522.5); almost double the rates for Brooklyn (275.2) and NYC (247.1). Flatbush also has the highest percentage of adults who have preventable health conditions (13.3%) versus Brooklyn (10.6%) and NYC (9.7%). The indicator that sets Flatbush apart with positive outcomes, is the relatively small percentage of students who have developmental delays (9.1%) compared to Brooklyn (12%) and NYC (12.4%).

Flatbush Promise Neighborhood – Defined

(A-2) The extent to which the geographically defined area has been described.

The Flatbush Neighborhood encompasses parts of three Community Districts: 17, 14, and 12. In Figure 2, the area outlined in purple represents the full scaled-up Flatbush Promise Neighborhood: 300 square blocks, 2.3 square miles, and 161,392 residents. The area outlined in blue, represents the proposed Phase I planning area of the Flatbush Promise Neighborhood Initiative (FPNI): 70 square blocks, 0.4 square miles, and 32,493 residents. Twenty-six point seven percent of residents, or 43,086 children under the age of 18, live in Flatbush and 25.6% or 8,397 children live in the FPNI Phase I area^x. The targeted schools, P.S. 269 and P.S. 361, are located in the Phase I area. Students who live in the Phase I area are assigned by the City to attend P.S. 361, a PK-2nd grade school which feeds into P.S. 269, a 3rd-5th grade Elementary School. These are the targeted schools for the FPNI.

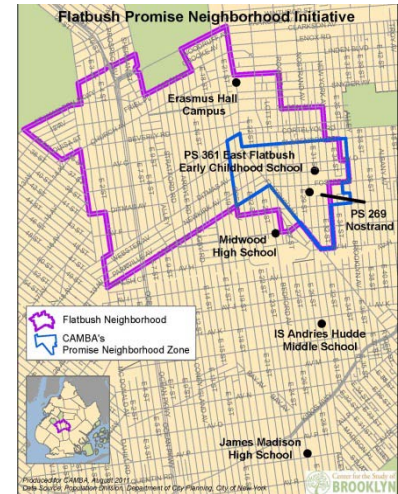


Figure 2
Map of Flatbush Promise Neighborhood

B. Quality of the Project Design:

(B-1) The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

The *mission* of the Flatbush Promise Neighborhood Initiative is to create a comprehensive continuum of solutions that will serve children from birth through successful completion of high school graduation to college and/or career; who have caring adults in their lives; and access to supportive services. The *vision* of FPNI is to support the transformation of a

distressed community into a neighborhood of opportunity – to create an environment where children, youth, and adults of all ages can thrive. The Flatbush Neighborhood was selected as the target area for the planning of Phase I due to the significant need for academic improvement at local area schools and because FPNI can leverage existing community assets to create a robust continuum of solutions.

FPNI, which includes P.S. 269 and P.S. 361, will develop a comprehensive strategy to improve student outcomes by:

- Identifying and increasing the capacity of local organizations focused on achieving results for children, youth and families throughout the Flatbush Neighborhood;
- Building a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports that is accessible to all children including children with disabilities and English Language Learners;
- Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across NYC agencies;
- Developing the local infrastructure to sustain and scale-up proven, effective solutions across the broader region beyond the initial neighborhood; and
- Participating in a rigorous evaluation of the program.

To address academic need, P.S. 269 has embarked upon a rigorous plan to turn the tide of poor student academic performance. Reform plans include improving student achievement in core subject areas (ELA, Math, Social Studies, and Science) for all students through these strategies: developing lesson plans based on analysis of student data; utilizing differentiated instruction; improving student performance in literacy through an emphasis on improving writing; improving student performance in mathematics through an emphasis on problem solving

and critical thinking; improving teacher practice through targeted inquiry team work; continuing collaboration efforts in professional development and parent involvement with feeder school, P.S. 361; and integrating school-wide conflict resolution in all curriculum areas. The school also plans to increase professional development and implement researched-based best practice in the following areas: reading comprehension, language arts, vocabulary, and spelling; utilize the writing workshop model; teachers will align the curriculum to best meet the needs of the special needs students; ESL teachers will develop strategies to meet the needs of English Language Learners; utilize differentiated instruction; and develop rigorous instruction.

An asset in the plan to create great schools in the proposed promise neighborhood is the existing Beacon Community Center located at P.S. 269 and operated by CAMBA since 1993. Beacon Centers are located in public schools and administered by the New York City Department of Youth and Community Development (DYCD). Beacon 269 is a hub for families to access integrated and comprehensive services. The Beacon broadens the horizons of young people, strengthens their social, emotional and basic academic skills and provides a safe place where families can gain new skills together. As the community's hub, CAMBA's Beacon Community Center offers supportive wrap-around services to students and their families and will play an active role in addressing the broader issue of limited resources available to P.S. 269 and P.S. 361 to support their improvement plans. Beacon schools offer educational, recreational, and youth development programs during out-of-school time. CAMBA's Beacon Community Center serves the entire catchment area of where the school resides. The advantage of being located at P.S. 269 is that CAMBA's programs will reach a majority of the children from the neighborhood. Once FPNI has produced a track record of success within the catchment area, the

model can grow; scaled up to serve more children and families in the Flatbush Neighborhood and surrounding areas.

To improve outcomes for students, reform plans adopted by P.S. 269 and P.S. 361 during the 2010-2011 school year include using the Collaborative Inquiry and Common Core Standards as recommended by the New York City Department of Education (NYC DOE). The Collaborative Inquiry is “*a sustained process of investigation and action by a group of educators that empowers teachers to improve student achievement and close the achievement gap.*” The model focuses on student outcomes using a data-informed approach; is conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling while supporting the learning of all students; is designed to develop and deepen rigorous, research-based instructional strategies and frameworks; and encourages structured promotion of distributive leadership, which in turn leads to systemic and sustainable change. The goal of using an inquiry-based approach is to improve student outcomes, develop teacher capacity, and build school capacity by:

- Organizing teachers around the learning of a select group of students for whom they then share responsibility.
- Building upon and deepening the work of existing teacher teams.
- Creating a "learner-centered school" where administration, faculty and students are continuously studying their own work and exploring new ways to be more effective.
- Focusing teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement.
- Establishing and/or deepening collaboration and communication between school and home where parents/caregivers are partners in supporting their children's growth.

- Supporting the sharing of work within and across schools.

As a part of its commitment to academic excellence, P.S. 361 will focus on reading comprehension, early development of writing skills, basic math concepts, shapes, and numeracy.

In an effort to develop a rigorous curriculum for all students, the NYC DOE is implementing the Common Core Standards in phases starting in 2010-2014. These standards serve as a guide for schools to improve curriculum development, assessment, and instruction. The Common Core Standards outline a new definition of, and trajectory toward, college and career readiness that reflect the demands of the 21st Century. The NYC DOE recommended schools use Charlotte Danielson's *Framework for Teaching*, a research-based teaching framework, to clearly articulate expectations for teacher practice and teacher development. Table 2 on the next page illustrates the framework's four core domains including: 1. Planning and Preparation; 2. Classroom Environment; 3. Instruction; and 4. Professional Responsibilities. Each domain identifies competencies, includes descriptors of various elements, and lists performance measurements of *Ineffective, Developing, Effective, and Highly Effective*.

Common themes throughout Ms. Danielson's model include equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating individual needs, appropriate use of technology, and student assumption of responsibility.

Table 2

Charlotte Danielson's Framework for Teaching			
Domain 1: Planning & Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
Competencies	Competencies	Competencies	Competencies
<ul style="list-style-type: none"> • Demonstrating Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Setting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments 	<ul style="list-style-type: none"> • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space 	<ul style="list-style-type: none"> • Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness 	<ul style="list-style-type: none"> • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in a Professional Community • Growing and Developing Professionally • Showing Professionalism

FPNI will work in concert with P.S. 269 and P.S. 361 to achieve the following educational goals outlined in each school's Comprehensive Education Plan.

- P.S. 269: students will develop advanced literacy skills - Level 1 and 2 students will move to Level 3 and 4 and Level 3 and 4 students will increase their scoring; students will improve their math scores – all students will show an increase in test scores on the State Math exam; students will use a new Inquiry-Based Science program – students will improve their comprehension of scientific methodologies; and students in grades 3-5 will receive instruction from the Writing Workshop Model – students will demonstrate improved writing skills on the State ELA exam as well as school-wide content area projects.

- P.S. 361: improved literacy and numeracy skills in grades K-2 as evidenced by student performance at or above grade level in student assessments.

(B-2) The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college-and-career readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.

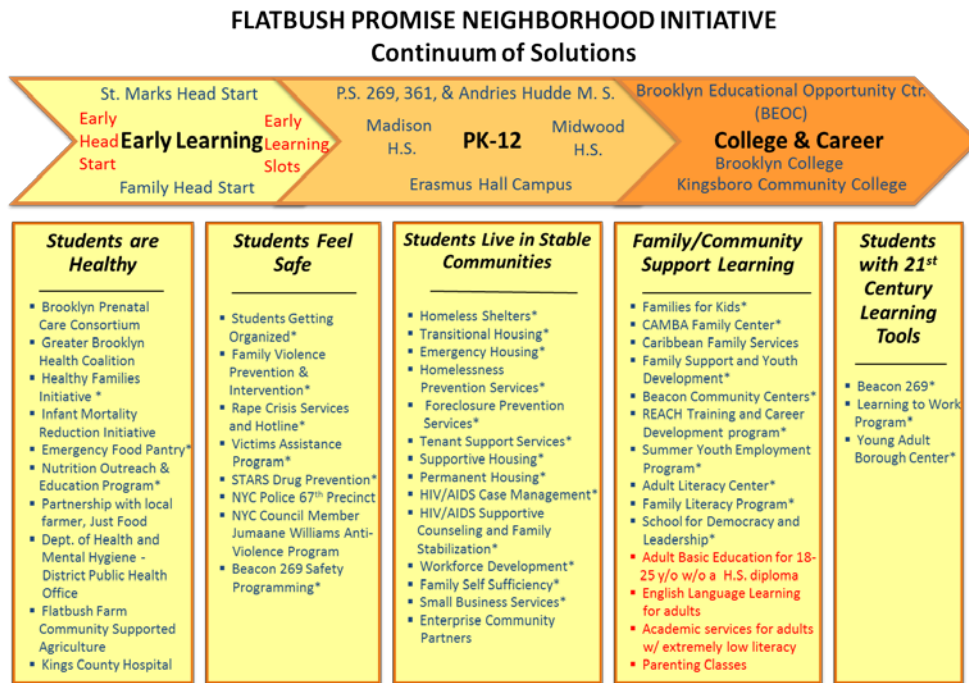
As the lead agency, CAMBA will assume responsibility for the planning, development, and implementation of FPNI's continuum of solutions. During the planning year, FPNI will engage partners and other community stakeholders. Proposed planning activities include:

- Administration of a comprehensive needs assessment and segmentation analysis;
- Development of a rigorous continuum of solutions;
- Investigation of new or additional solutions to fill gaps in services;
- Intentional design of a community engagement model/strategy that welcomes community voice and participation in the development of the plan;
- Surveying of current providers of solutions to estimate per child/per solution unit rate costs;
- Development of budget projections based on proposed evidence-based solutions
- Research feasibility of expanding CAMBA's longitudinal data system known as Enginuity across the NYC Department of Education's (the Local Educational Agency (LEA)), community-based organizations' (CBOs), federal, state, and local agencies' systems for use in real-time decision-making; and

- Formalization of a governance board with identified roles, responsibilities, and partner accountabilities.

CAMBA and more than a dozen community partners and key stakeholders who have collaborated together over the last 20 years have been meeting since February 2011 to identify community needs and to draft a plan to meet those needs. Members of this coalition include a diverse sector of the community including: school administrators, elected officials, local government, law enforcement, community-based organizations, faith community, parents, health officials, and representatives from higher education institutions. Through monthly meetings over the past six months, the coalition has been instrumental in developing the groundwork for the FPNI. The FPNI planning process will build upon the group's preliminary discovery work. To date, the coalition mapped the highest needs of the most impoverished residents in Flatbush; identified all low-performing schools in the catchment area; and developed a plan to combat the adverse conditions plaguing the most vulnerable members of the community. CAMBA will leverage tools and information gained from its work with this coalition to design a community engagement planning process.

Figure 3



The Continuum of Solutions proposed by the coalition is illustrated in Figure 3 (see Appendix H for complete continuum of solutions). CAMBA and their formal and informal community partners will leverage existing programs to quickly “ramp-up” FPNI during Phase I. Services provided through the Continuum will be available to all children and families in the FPNI area, including those who do not attend the target schools. To ensure full access, CAMBA will advertise the FPNI and its services through public service announcements, online postings, and advertisements in local newspapers. Children in the target schools who do not live in the area will also be able to access the Continuum by coming to our service hub at the Beacon Center at P.S. 269. Pregnant families will be able to enroll in the FPNI continuum prenatally through CAMBA’s Healthy Families Initiative. Through these home-based early learning services, children will be developmentally prepared to enter either St. Mark’s or Family Head Start. From this springboard of effective early preparation, students will be able to advance successfully through the educational process from elementary grades, to middle school, to high school and college and beyond. *Education programs* in the Continuum include St. Mark’s Head Start; Family Head Start; P.S. 361 (grades PK-2); P.S. 269 (grades 3-5); Andries Hudde Middle

School (grades 6-8); Young Adult Borough Center (H.S.) at Erasmus Hall Campus (grades 9-12); Midwood High School (grades 9-12); Madison High School (grades 9-12); Brooklyn College; Brooklyn Educational Opportunity Center (BEOC); and Kingsboro Community College. Brooklyn College in particular will be a resource for local schools, delivering consultation services to provide assistance with improving low performing schools; professional development for the teachers and staff in partnership schools; evaluation and assessment of educational programs; guidance on programming; development of college readiness services and other supports. Programs such as the Young Adult Borough Center and BEOC will offer youth alternative pathways to attain a high school diploma and advance to college and careers. *Family and Community Supports* will be comprehensive and will include Kings County Hospital Center; the Greater Brooklyn Health Coalition; the Brooklyn District Public Health Office of the NYC Department of Health and Mental Hygiene (DOHMH); the NYC Human Resources Administration (HRA); New York City Police Department, 67th Precinct; CAMBA Housing Ventures; New York City Council Member Jumaane D. Williams' Anti-Violence Programs; CAMBA's Beacon Community Center at P.S. 269; Kings County District Attorney's Office Back on Track Program; and Enterprise Community Partners. CAMBA's Beacon Center will provide a one-stop shop where children and families can access the full array of family and community supports. For example, Kings County Hospital Center and the Greater Brooklyn Health Coalition will provide children and families with medical homes. Council Member Williams and the District Attorney's Office will support youth in rejecting violence and other anti-social behaviors. The Back on Track Program will support at-risk middle school students and help them make the transition to high school. CAMBA and Enterprise Community Partners will work together to stem the tide of the foreclosure crisis, stabilize the community, and provide

youth with the continuity they need to grow into self-actualizing adults. HRA will provide low-income families with access to the public benefits and work supports that they need to attain self-sufficiency.

CAMBA and its formal and informal partners provide much of the backbone for the Continuum of Solutions. As additional neighborhood assets become formal members of the FPNI, this structure will be strengthened and expanded to meet the full range of needs of children, youth and families in the target community:

Children Enter Kindergarten Ready to Succeed in School	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Healthy Families Initiative
Kings County Hospital Center	Children Have Medical Homes
Greater Brooklyn Health Coalition	Children Have Medical Homes
St. Mark's Head Start	Head Start
Family Head Start	Head Start
Students Are Proficient in Core Academic Subjects	
<u>Partner</u>	<u>Program/Service</u>
P.S. 361	Early Childhood Education
P.S. 269	Elementary School Education
Andries Hudde Middle School	Middle School Education
CAMBA	Beacon Center 269
Young Adult Borough Center (H.S.) at Erasmus Hall Campus	Alternative Pathway to High School Diploma
Brooklyn Educational Opportunity Center	Alternative Pathway to High School Diploma
Brooklyn College/School of Education	Educational Consultation Services for Partner Schools

Students Successfully Transition from Middle School Grades to High School	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Beacon Center 269
Kings County District Attorney's Office	Back On Track
Andries Hudde Middle School	Middle School Education
Youth Graduate from High School	
<u>Partner</u>	<u>Program/Service</u>
James Madison High School	High School Education
Midwood High School	High School Education
Young Adult Borough Center (H.S.) at Erasmus Hall Campus	Alternative Pathway to High School Diploma
Brooklyn Educational Opportunity Center	Alternative Pathway to High School Diploma
High School Graduates Obtain a Postsecondary Degree, Certification, or Credential	
<u>Partner</u>	<u>Program/Service</u>
Brooklyn College/School of Education	High School Students Have Opportunities to Earn College Credits; College Education
Kingsboro Community College	College Education
Students Are Healthy	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Healthy Families Initiative Beyond Hunger Emergency Food Pantry Nutrition Outreach and Education Program
Brooklyn District Public Health Office (NYC Department of Health & Mental Hygiene)	Development of Community Healthcare Infrastructure
Greater Brooklyn Health Coalition	Guidance on Implementing School Nutrition and Physical Education Policies; Workshops in Health Literacy and Maternal and Child Health

Students Feel Safe at School and In Their Communities	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Beacon Center 269; Students Getting Organized; Family Violence Prevention & Intervention; Rape Crisis Services; STARS Drug Prevention; Victims Assistance Program
NYC Council Member Jumaane D. Williams	Youth Anti-Violence Initiative
NYC Police Department, 67 th Precinct	Crime Prevention
Students Live in Stable Communities	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Homeless Shelters; Emergency and Transitional Housing; Eviction Prevention Unit; Foreclosure Prevention Services; Tenant Support Services; HIV/AIDS Case Management; Workforce Development; Family Self-Sufficiency; Small Business Services
CAMBA Housing Ventures	Permanent and Supportive Housing
Enterprise Community Partners	Evaluation of Distressed Properties At Risk of Foreclosure
NYC Human Resources Administration	Access to Public Benefits and Work Supports
Families and Community Members Support Learning in Promise Neighborhood Schools	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Beacon Center 269; Families For Kids; CAMBA Family Center; Out-of-School Youth Program; Adult Literacy Center; Family Literacy
Brooklyn Educational Opportunity Center	Adult Education
The Old Stone House	Arts and Humanities Education
Brooklyn Arts Council	Arts and Humanities Education

Students Have Access to 21 st Century Learning Tools	
<u>Partner</u>	<u>Program/Service</u>
CAMBA	Beacon Center 269
Young Adult Borough Center (H.S.) at Erasmus Hall Campus	Learning to Work

As gaps are identified and capacity building efforts are underway, the continuum of solutions will be adjusted accordingly; and the project plan will reflect the growth and scale-up of the Flatbush Promise Neighborhood Initiative over time.

(B-3) The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.

With a \$92 million annual budget, over 150 contracts, and 34 years of program development/management experience, CAMBA has established itself firmly in the community as a trusted partner. Of the \$92 million, \$20 million is in performance –based contracts. Many of CAMBA’s programs have successfully served hundreds of thousands of individuals, families, and children due to strategic partnerships. P.S. 269 has been a partner since 1993 as one of two school-based sites for CAMBA’s Beacon Community Centers. At Beacon 269, CAMBA has leveraged City Tax Levy funding, State dollars, and federal funds that support schools and nutrition in order to provide year round services. Year-round programs at Beacon 269 include after-school care, school breaks, summer camps, free services during evening and weekends for youth and their families. Community members have access to New York State (NYS) Regents Exam prep, GED programs, recreational and cultural programs, arts enrichment, career development, substance abuse prevention education, immigration assistance, parenting programs,

counseling and supportive services. Through the Beacon, CAMBA also has relationships with all of the partners noted above on Table 3 and its accompanying text. These community-based organizations provide social, emotional, and healthcare supportive services to neighborhood residents. The Fiver Foundation is another CAMBA/Beacon partner whose mission is to “empower children from underserved communities to develop life skills and to reach their full potential.” Fiver pledges to support children selected to participate in their programs for 10 years including year-round mentoring and counseling programs, a character building residential summer program, and partnerships with schools and community-based organizations^{xi}.

CAMBA has also cultivated relationships with government and elected officials and policymakers. NYC Council Member Jumaane D. Williams, New York State Assemblywoman Rhoda Jacobs, and the Kings County District Attorney’s Office Back on Track Program have all pledged their full support of CAMBA’s Flatbush Promise Neighborhoods Planning Grant Application. Elected officials are committed to leveraging additional public and private funds to ensure sustainability of the Flatbush Promise Neighborhoods Initiative. NYC Council Member Jumaane D. Williams will sit on FPNI’s Advisory Board as a city and local community stakeholder. The district he represents includes Phase I of the FPNI. Dedicated to improving all of the schools in his district, he used his influence and leveraged his professional relationships at Brooklyn College to sponsor financial support for three academic enrichment programs at P.S. 269. He has been extensively involved in the growth of the Beacon and is very enthusiastic about the prospect of developing a Promise Neighborhood in the local community. Council Member Williams, a staunch supporter of children and youth, partnered with local CBOs, including CAMBA, and clergies to create the Youth Anti-Violence Initiative. The Initiative seeks to 1) create a block-by- block “call to action” response due to increased shootings and

other violent crimes and 2) focus on crime prevention. Council Member Williams regularly attends P.S. 269 parent meetings and student events; in the spring of 2011, he participated in the Beacon's Youth Rally for Peace.

Through its work with at-risk youth and in the area of adult literacy, CAMBA's partnership with the Brooklyn Educational Opportunity Center (a program of the State University of New York), has provided opportunities and alternate pathways for older youth to earn a high school diploma. The BEOC has been providing free educational and vocational training services since 1966. Their mission is to *"ensure access to higher education and promote economic self-sufficiency to New York State residents striving to attain knowledge, acquire work skills, and achieve career goals through instruction and continuous learning."*

In response to the already high and still increasing cost of food in urban communities, CAMBA established the Beyond Hunger Emergency Food Pantry (BHEFP) in the Flatbush Neighborhood. CAMBA then partnered with other pantry operators to form the Flatbush Community Food Partnership. In addition to operating BHEFP, CAMBA also partners with a local farmer, Just Food, and the United Way of NYC to host the Local Produce Link Program which connects local farmers with food pantries. The farmer brings locally grown organic vegetables to the community each week and CAMBA coordinates the distribution of those vegetables to four other food pantries in the community. BHEFP also sponsors a number of cooking workshops and food demonstrations, provides an on-site "veggie educator" who assists consumers with their selection of vegetables to promote healthier cooking and eating, and offers annual field trips to the local farms to meet the farmers and see where their food comes from. CAMBA is also working with a group of community members who are organizing to form a

food co-op. CAMBA is the fiscal lead for the Lefferts Community Food Co-op and has co-authored a number of proposals to access funding to support their work.

Starting September 1, 2011 CAMBA and the Greater Brooklyn Health Coalition are launching *Our Health is in Our Hands*, a community-wide social marketing campaign as part of the Brooklyn Partnership to Drive Down Diabetes (BP3D). The campaign is among BP3D's efforts to address some of the socioeconomic and environmental risk factors for diabetes and obesity that plague urban communities. It is the result of a nearly year-long community needs assessment through surveys of community residents. The messages in the campaign, which will be seen on NYC Transit, Facebook, Twitter and on www.camba.org/BP3D, highlight the need for healthy eating and healthy living choices among residents in the Flatbush Promise Neighborhood.

The campaign is another facet of CAMBA's partnership with the NYC Department of Health and Mental Hygiene (DOHMH) and its Brooklyn District Public Health Office. Since 2007, CAMBA's Healthy Families Initiative has worked with DOHMH to prevent infant mortality.

The FPNI planning team will outreach to community providers whose products and services are assets to the community, to fill service gaps identified in the continuum. The following list represents the cultural richness of the neighborhood and assets for strategic partnerships: Infant and Child Learning Center; Teens Helping Each Other (THEO); Brooklyn College Adult Literacy Program; Health and Education Alternatives for Teens (HEAT); SUNY Downstate Medical Center; Haitian Women for Haitian Refugees; Flatbush YMCA; Church Avenue Business Improvement District; Flanbwayan Haitian Literacy Project; Brooklyn Health

Disparities Center; Brooklyn Congregations United; Body Sculpt of New York, Inc.; and the Brooklyn Museum.

C. Quality of Project Services:

(C-1) The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.

As illustrated below in Figure 4, the FPNI governance structure will include four topical teams – the Neighborhood Assets Team, the Data and Evaluation Team, the Sustainability Team and the Seamless Integration of Learning Team. In partnership with the Center for the Study of Brooklyn at Brooklyn College, FPNI’s Data and Evaluation Team will conduct a needs assessment and segmentation analysis that will identify target populations for solutions. The analyses of the needs data as they relate to the required Promise Neighborhoods indicators will identify areas of high need and help prioritize areas to be addressed through programmatic and policy solutions. The Center for the Study of Brooklyn will also work with CAMBA to collect and analyze several additional community-level data points from existing public data sets that are not included in the Promise Neighborhoods required indicator lists. CAMBA and the Center for the Study of Brooklyn, through their work with CAMBA’s coalition partners, have already identified baseline data points and sources for the majority of the required and additional indicators (see project and program indicators in Appendix I). In order for CAMBA and its community partners to fully understand the assets and needs of the FPNI area, it is very important that the people who actually live, work, and go to school in the area have the chance to have their voices heard. To learn from the community members what they think the assets and needs are in the FPNI area, CAMBA and the Center for the Study of Brooklyn will hold town

hall meetings, administer and extensive community-based survey, and convene focus groups during the year of planning. Through this process, CAMBA will identify the needs and gaps in services that affect all children and families in the FPNI area, and not just the issues facing children at the target schools. Once assets and needs are identified, the FPNI team will refine and finalize the continuum of solutions; and produce a report of the team's findings that captures the greatest assets and the most acute needs of the community. Every effort will be made to align and infuse identified needs with evidence-based interventions throughout the continuum of solutions.

(C-2) The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.

CAMBA will ensure that the continuum of solutions are evidence-based, strong or moderate where available, and lead to change on indicators by convening the FPNI partners in the first quarter of planning to identify high quality solutions that are research-based and have demonstrated positive results for existing programs. Additionally FPNI's Core Team will conduct literature reviews of recommended high quality solutions for programs that will serve to fill the gaps in services.

Further, the Advisory Board, Neighborhood Assets Team, Data and Evaluation Team, and the Seamless Integration of Learning Team will ensure alignment and coordination of interventions (programs and services) as well as assess students' progress as they matriculate through the continuum onto college and/or a career.

The following programs are examples of evidence-based models and interventions CAMBA already uses in its programs with the intention of driving results that lead to positive

outcomes. These “solutions” demonstrate the agency’s commitment to excellence in program delivery.

- Healthy Families New York (HFNY) is a multi-site program designed to prevent child abuse and neglect, increase parental self-sufficiency, and enhance child health and development by providing prenatal home visits. Healthy Families is based on a national model of home visiting services delivered in over 400 communities across the United States. Healthy Families received an evidence rating of “Proven”. For more information on the rating criteria, please visit the following link.
<http://www.promisingpractices.net/criteria.asp>.
- P.S. 269 utilizes high quality research-based curricula as a part of its reform strategies as reported in its Comprehensive Educational Plan for 2010-2011. The Collaborative Inquiry and the Common Core standards have demonstrated effectiveness in strengthening student work by examining and refining curriculum, assessment, and classroom instruction and strengthening teacher practice by examining and refining the feedback teachers receive. As stated in the Quality of the Project Design section of the proposal, P.S. 269 is implementing a new research-based framework for teachers by Charlotte Danielson in 2011-2012, to clearly articulate expectations for teacher practice and serve as a guide for teacher development.
- CAMBA’s Adolescent Literacy Program uses a research based curriculum, READ XL, published by Scholastic - designed to respond to educational needs of struggling readers in an after-school setting.

- CAMBA's Comprehensive Adolescent Pregnancy Prevention Program uses evidence-based sexual health educational curricula: *Be Proud! Be Responsible!* and *Making Proud Choices!*
- CAMBA's HIV/AIDS prevention programs together utilize five interventions that have been recognized by the Centers for Disease Control and Prevention as being evidence-based. They are WILLOW, Healthy Relationships, VOICES/VOCES, CRCS, and SISTA. All five are grounded in scientific theory. For example, SISTA is a social skills training evidence-based intervention aimed at reducing HIV sexual risk behaviors among women of color who are HIV+ or at high risk. SISTA applies both the Social Cognitive Theory and the Theory of Gender and Power. According to the Social Cognitive Theory, people need information (HIV risk-information), social and behavioral skills and norms to apply risk reduction strategies. According to the Theory, a change in behavior is dependent upon self-efficacy, self-confidence, and outcome expectations.
- CAMBA's federally funded 21st Century Community Learning Centers programs utilize curricula and teaching modalities that are research based to plan and implement activities. Among the curricula used are KidzLit, KidzMath, After-school Science Plus, CookShop, Sports for All, Adventures in Peacemaking and Junior Achievement.

D. Quality of the Management Plan

(D-1) Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.

Organizational Capacity. Under the leadership of Joanne M. Oplustil, who has served as CAMBA's Executive Director for more than 30 years, the agency is well positioned and has the capacity to plan and implement the proposed Flatbush Promise Neighborhood Initiative. During her tenure, Ms. Oplustil has raised over \$600 million for this non-profit agency. In addition, she has spearheaded \$116.4 million in supportive housing development. Her vision, decisive leadership, and ability to quickly respond to emerging community needs have transformed CAMBA from being a kitchen-table operation into one of Brooklyn's largest community-based organizations. It is important to note that the agency's main office originated and is still located within the FPNI confines on Church Avenue. Currently, the agency's FY 2012 budget exceeds \$92 million. Growth has been steady and manageable. The agency is one of the largest employers in Brooklyn, with a racially and ethnically diverse staff of more than 1,300 employees, 10% of whom are former clients. A hallmark of CAMBA as an organization is its ethnic and cultural competence as well as language appropriate services to diverse populations. CAMBA staff collectively speaks over 30 languages.

Of its \$92 million budget CAMBA manages over 150 separate contracts, of which \$20 million are performance-based contracts, and has 34 years of program development/management experience. CAMBA also has extensive financial experience and the qualifications to manage large complex programs, e.g. eight Emergency Homeless Shelters, 12 After School programs funded by the New York City Department of Youth and Community Development (DYCD), and

federally funded 21st Century Community Learning Centers. Altogether, CAMBA has programs in 24 New York City Public Schools, both within the FPNI area and across the City.

Founded in 1977 as the Church Avenue Merchants' Block Association, Inc., the organization was established to address the needs of the Church Avenue commercial community. In the 1970s, New York City was in a fiscal and economic development crisis. CAMBA was formed in response to a call by NYC Mayor Ed Koch to stimulate commercial and economic development in Flatbush. Ms. Oplustil understood that in order to increase commercial economic development the consumer also needed to increase their economic status and education. Today, CAMBA provides services to 45,000 individuals and families annually through an integrated set of six program areas: Education and Youth Development, Economic Development, Family Support Services, HIV/AIDS Services, Housing Services and Development, and Legal Services. Located in over 50 locations throughout Brooklyn and across NYC, CAMBA has deep roots in the communities in which it operates. CAMBA serves tens of thousands of neighborhood residents, including immigrants and refugees, who are working to become self-sufficient. Through a comprehensive continuum of care, CAMBA provides services which connect people with opportunities to enhance their quality of life.

Experience in Partnership with P.S. 269. CAMBA has operated the Beacon Center at P.S. 269 since 1993, providing year round services and support to youth and families. Services delivered during FY2011 (7/1/2010-6/30/2011) include the following:

- 1,224 neighborhood residents enrolled in programs/services including over 400 adults, 423 elementary school students, and 382 middle school students
- Over 810 community members participated in events to increase community cohesion and stronger family connections, including: Thanksgiving dinner, Middle School club

showcase (students demonstrate to their families what they have learned through their participation in club based activities), Colors of Peace Rally Against Violence, and the Tae Kwan Do showcase

- Colors of Peace—Beacon 269’s step/dance team was one of 10 finalists citywide in a City and Nike sponsored initiative to promote arts as a vehicle for community action. They won the online contest for their Public Service Announcement against gang violence.
- Tribeca Teaches—Beacon students participated in the student-made documentary film project for the second consecutive year
- Youth Leadership Development—Sponsored annual Ramapo Retreat for 20 youth ages 11-17 in April 2011
- Youth organized the “Pennies for Haiti” fundraiser; the school community raised and donated \$1,788.80 to the American Red Cross for Haiti relief
- P.S. 269 led a school-wide event organized by the school’s track team, the “Mighty Milers Fitness Fundraiser Fun Run/Walk for Haiti”, to raise funds on behalf of the Haitian relief effort.

An advisory group of parents, elected officials, the 67th Police Precinct and other neighborhood groups meets quarterly to analyze programming needs at the Beacon and to help keep the larger community informed of and engaged in Beacon activities. Through this process, CAMBA has identified a need to provide more support for Beacon middle school participants as they prepare to transition to high school. Needed services include intensive academic support, internship opportunities, and college readiness support. For middle and high school students, college readiness support is an identified barrier to success.

With an awareness of the service gaps for local students, CAMBA and more than a dozen community partners and key stakeholders who have collaborated together over the last 20 years have been meeting since February 2011 to identify community needs and to draft a plan to meet those needs. Members of this coalition include a diverse sector of the community including: school administrators, elected officials, local government, law enforcement, community-based organizations, faith community, parents, health officials, and representatives from higher education institutions.

In order to respond to identified needs, it is essential to know what CAMBA and its partners can already provide. CAMBA has the ability to track program results through a system called Engenuity, described later in this proposal. Selected outcomes from 2010 are presented below.

Agency-wide 2010 Outcomes.

Education and Youth Development

- 82.5% of seniors in the Class of 2010 graduated at the School for Democracy and Leadership in Brooklyn, a small school where CAMBA is active in school leadership.
- Over 2,100 children were kept safe and engaged in creative learning activities at CAMBA's after-school programs while their parents worked.
- 417 high school students gained hands-on work experience through subsidized internships.
- Out of 1,643 adult literacy students served, 780 adult learners – or 47.5% - were promoted at least one educational level.
- 98% of the school-age children in the Even Start Family Literacy Program were promoted to the next level.

Economic Development

- 712 low income adults were directly placed in unsubsidized employment at an average wage of over \$10.00 per hour for an average of 35 hours per week.
- 350 Central Brooklyn residents were trained and certified as Security Officers in 2010, and 260 local residents were placed in jobs in the security sector.
- 100 immigrant professionals from 35 countries were trained to transfer their foreign skills sets and credentials to higher earning jobs in Brooklyn.
- 7 businesses were assisted with small business loans in creating 15 new jobs
- 12 existing and start-up businesses had increased sales for combined new revenue of over \$1.1 million.

Family Support Services

- Close to 3,000 individuals and families each month receive emergency food at CAMBA's Beyond Hunger Emergency Food Pantry.
- 63% of CAMBA's Healthy Families Program participants remain enrolled for at least a year as compared to the statewide average of 51%.
- 80% percent of the new mothers enrolled in Health Families breastfed their infants for at least three months, a rate significantly higher than the statewide average of 43%.
- 57 refugees – including many from Afghanistan, Azerbaijan, Burma, Bhutan, China, Columbia, Congo, Cuba, Eritrea, Iraq, Liberia, Moldova, Sierra Leone, Sudan, Ukraine and Uzbekistan – were reunited and resettled with family members in New York City.
- 94 asylees and refugees who participated in CAMBA's Matching Grant Program (an early employment program for highly motivated refugees and political asylees that provides participants with a cash grant as an incentive for going to work and avoiding

public assistance) were employed and self-sufficient within six months of their arrival in the United States, earning an average wage of \$10.27 per hour, representing a significant increase in salary compared to the prior year.

HIV/AIDS Services

- 315 units of permanent housing and 50 units of transitional housing were provided by CAMBA for people living with HIV/AIDS and their family members.
- Approximately 2,000 Brooklyn residents heard the message of CAMBA's HIV Anti-Stigma Theater Troupe.
- Approximately 90% (900) of CAMBA's HIV positive clients continue to be connected to primary medical care.
- 17 Peer Educators, who receive stipends, provided services to the Anti-Stigma, Evidence Based Interventions, Prevention Services for Women, and the Living Independent through Education and Support programs
- Approximately 1,000 clients and their collaterals were provided services by CAMBA's HIV/AIDS Services programs.

Housing Services and Development

- More than 2,200 individuals and families were placed by CAMBA into safe, stable permanent housing.
- Over 2,000 families avoided eviction and remained stably housed.
- CAMBA Housing Ventures (CHV), a CAMBA affiliate, whose mission is to develop 1,000 units of supportive housing by 2015 closed on \$15.3 million in public and private financing for 97 Crooke Avenue in Flatbush and began construction on the 53 units of supportive and affordable housing. (80% completed as of writing)

- CAMBA Housing Ventures finalized predevelopment activities on CAMBA Gardens, a \$70 million national model of 209 units of LEED Silver-rated affordable and supportive housing for single and families on the campus of Kings County Hospital Center, in Flatbush.
- 880 Willoughby Avenue, another 100 unit \$15 million supportive housing completed project of CHV was selected to participate in design NYC and will receive interior design services and furnishings for the building's community spaces.
- Morris Manor, 46 units of supportive housing received the Brooklyn Chamber of Commerce's "Most Distinguished Supportive Housing Project in 2009".

Legal Services

- 295 evictions were prevented by CAMBA Legal Services.
- 243 citizenship applications were prepared.
- More than \$300,000 of consumer debt was expunged as a result of legal representation of clients in consumer debt matters.
- More than 1,000 clients were assisted in immigration matters.
- 96 clients received legal representation in consumer debt matters and none of them received judgments against them.

Organizational Leadership. CAMBA is governed by a Board of Directors that is made up of community leaders who have expertise in social services, community and economic development, legal, finance, and other areas that contribute to CAMBA's mission. Members of CAMBA's Board represent a wide cross-section of Brooklyn's civic, professional and business leadership. Every Board member is committed to helping vulnerable and disadvantaged borough residents. The CAMBA Board meets five times a year to review executive compensation, audits,

and financial controls and to monitor operations and outcomes for each of the agency's six program areas.

CAMBA's senior management and staff are deeply committed to, and represent, the community and populations the agency serves. Of CAMBA's sixteen-member leadership team, eleven are women, including the Executive Director. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Accommodations for children with disabilities and English language learners. CAMBA's staff facilitates the complete inclusion of all children with special needs. CAMBA's Beacon Center at P.S. 269 meets all ADA requirements. Through years of experience, CAMBA has learned that many of its program practices are especially helpful to students with special needs, including public displays of program schedules, use of seating charts, predictable routines, and project-based activities in which children feel successful regardless of their academic levels.

Approximately 10% of students participating in school-based after-school care, or 210 youth, will have behavioral or cognitive disabilities, with many of them receiving instruction in self-contained classes during the school day. These students are mainstreamed into after-school activities and Group Leaders and Group Assistants are supported by Mentor Teachers (MTs) to address their individual needs.

Approximately 20% of participants, or 9,000 participants, enrolled in CAMBA programs speak English as a second language. CAMBA has a 30 year proven track record of working effectively with this population. In order to address their needs, the agency employs a diverse,

multilingual staff that collectively speaks over 30 languages including English, Haitian Creole, Spanish, Chinese, Mandarin and Arabic.

CAMBA youth staff receives professional development training specifically to address issues related to serving youth with special needs. This includes trainings facilitated by CAMBA's senior staff with the Partnership for After-School Education (PASE.)

CAMBA's school-based programs serve communities with large populations of immigrants, a population CAMBA has specialized in serving for more than three decades. To address their unique needs, CAMBA disseminates program information using materials in the primary languages of the predominant immigrant group at each site. All brochures and flyers are intentionally written at a reading comprehension level that is accessible to parents with limited literacy skills. Program presentations are similarly accessible to immigrant students and their parents who may have limited educational attainments.

Experience. CAMBA has extensive experience as a community-based organization housing developer, and service provider. As previously stated, CAMBA has experience developing large complex programs as well as children, youth, and family-centered programs. The agency has over 25 years of experience working in New York City Public Schools and CAMBA serve over 5,300 youths in 24 schools. CAMBA has the infrastructure, community partnerships, and youth development expertise to successfully plan and implement the proposed Flatbush Promise Neighborhood Initiative.

In addition to CAMBA's success with its two Beacon Community Centers, the agency has extensive experience operating 21st Century Community Learning Centers (21CCLC). From 2003 through 2011, CAMBA has operated a total of four 21CCLCs in Brooklyn. Achievement data from the most recent 21CCLC program evaluation indicates that 70% of CAMBA's

21CCLC participants were performing at grade level in ELA, compared to 54% of the overall school population. In addition, 76% of CAMBA's 21CCLC participants were performing at grade level in Math, compared to 58% of the overall student population.

CAMBA's after-school programs have deep experience in evaluation and assessment in the area of positive youth development. Since 2002, CAMBA has been working with Metis Associates, an educational research firm, to evaluate the effectiveness of CAMBA's after-school programs based on five Youth Development Competency areas: education and cognition; social and personal; leadership and citizenship skills; development of special interests/talents; and career preparation. In 2010, CAMBA partnered with the Community Resource Exchange to create a program that would provide training to Out-of-School Time supervisors and site coordinators to help them mentor and train their staff. As a part of that effort, Metis Associates developed youth surveys and reporting tools for the planning team to administer as a data collection instrument. In June of 2011, CAMBA conducted an end of the year student assessment using the Metis surveys and entered the data in the agency's internal, Enginuity database for ongoing quality control management.

CAMBA's Healthy Families program is another example of CAMBA's starting with community assessment and developing a targeted response to emerging community needs. Healthy Families started in 1996 and reaches out to pregnant or newly parenting families living in Flatbush. As a community-based organization, CAMBA became aware of the significant need for this program in the community and sought funding to respond. The agency applied for its first one year planning grant and was funded. As a part of its planning year activities, CAMBA examined community data and indices for infant mortality and maternal health to create the focus on zip code 11226. CAMBA also surveyed the community to get an accurate picture of need

from the target population. As a result of CAMBA's preliminary research, data collection, and analysis, the agency created and implemented its Healthy Families Program. The program has continued to grow over time and CAMBA has expanded its service offerings described below to zip code 11233 due to the increase in demand. In 1996, Healthy Families served 50 families. The program now serves 200 families.

CAMBA's Healthy Families program identifies financial or emotional stress or other family risk factors that may exist at the time of pregnancy or birth. In cases where the family is determined to need additional support, they are offered voluntary home visiting services. Home visits focus on parent/child interaction, effective parent/child bonding, and overall family support. Families must enroll during the prenatal stage or before their child is three months old. These services can continue until the child's fifth birthday. The Healthy Families Program currently services 200 families each year. In July 2007, the Healthy Families Initiative program received funding from the New York City Department of Health and Mental Hygiene and the Healthy Start Brooklyn Project. As a result, Healthy Families Program was able to expand its home visiting services to 40 additional families living in zip code 11233.

Lessons Learned. CAMBA was formed in response to the community's need at the time of its inception. Today, CAMBA continues to deliver services that offer people the opportunity to enhance their quality of life. CAMBA envisions that as a result of CAMBA's efforts, youth will have the age appropriate academic, emotional, social, economic and life skills to succeed in college and careers. Youth will also be self-directed members of society who make responsible and healthy choices. Parents and care givers will understand age-appropriate child development, use positive parenting to support their children and take an active role in their children's education. Individuals and families will be economically stable, have affordable and adequate

housing, and have sufficient resources to meet their health care and other needs. Overall, communities where CAMBA operates will be safe and socially and economically viable. CAMBA is still creating and offering programs that meet the needs of a 21st century modern society. CAMBA has grasped a number of key lessons, including that 1) CAMBA is a learning organization that seeks to use data and best practices to meet the changing and evolving needs of its community, friends, and neighbors; and 2) Successful, long-term initiatives require the establishment of vigorous and strategic partnerships, and the engagement of the community and participants in the development of CAMBA's programs.

Key Project Personnel, Staff, and Governance Structure.

Joanne M. Oplustil is the Executive Director of CAMBA, Inc. She has been with the agency since 1979. She has grown the agency from a \$50,000 operating budget in 1979 to a thriving \$92 million organization today. She has two Masters degrees from Brooklyn College. Ms. Oplustil was born and raised and lives in the Flatbush section of Brooklyn. She lived in Tanzania for eight years where she developed [REDACTED] nursery schools and kindergartens in Kutumba refugee settlement [REDACTED]. She also developed educational books in Swahili and trained teachers to implement their use. She will act as the champion for the project and supervise the acting Project Director/Deputy Executive Director. She will attend all Advisory Board and key Core Team meetings, chair the Sustainability Team and take a leadership role in reaching out to private and other funders. She will attend community engagement events and selected Neighborhood Assets, Data and Evaluation, and Seamless Integration of Learning sessions.

Valerie Barton-Richardson is the Deputy Executive Director of CAMBA, Inc. and acting FPNI Director for the proposed Flatbush Promise Neighborhood Initiative. Until a fulltime Project

Director is hired, she will provide executive oversight of the Flatbush Promise Neighborhood Initiative and oversee the daily operations. She will also recruit key stakeholders and community partners to sit on the Advisory Board. Ms. Barton-Richardson will also supervise the project's management team.

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Professional Accomplishments and Contributions

Ms. Barton-Richardson worked with the central New York City Board of Education to strengthen partnerships between community-based organizations and schools; to improve student outcomes in attendance and dropout prevention; and to create partnerships with corporations and schools.

Ms. Barton-Richardson is on CAMBA's executive leadership team and has been employed by the agency for 18 years. She oversees a portfolio of youth, adult literacy, family support, and shelter services with a combined budget of over \$50 million. During her tenure, she is credited with creating viable partnerships with schools and the community to maximize student outcomes, expanding CAMBA's portfolio of partner schools to the current roster of 24; developing communication systems between CAMBA and school personnel; implementing standard operating procedures including appropriate staffing ratio policies for school-based programs; and identifying funding streams and resource opportunities to advance CAMBA's

work with students. Ms. Barton-Richardson also provides oversight of the adult literacy programs, including ESOL and Adult Basic Education classes. She oversees emergency homeless shelter services and, since 1996, has expanded this group of programs from an \$8 million dollar budget to the current \$42 million.

Marjorie Momplaisir-Ellis is the Director of the Healthy Families and Community Health Workers Programs. She will also act as the Promise Neighborhood Coordinator until a fulltime Coordinator is hired. She will ensure the smooth running and coordination of all project/program-related staff and services on a day-to-day basis, in order to ensure that all project/program goals, targets, and performance outcomes are met on a monthly/project cycle basis.

Relevant Experience

Ms. Momplaisir-Ellis was born in Haiti but moved to the United States with her parents when she was four and a half years-old. She attended New York Public School and won an academic merit scholarship to Columbia University through the Higher Education Opportunity Program. Ms. Momplaisir-Ellis is a licensed teacher and certified to teach elementary school. She was a student teacher for a year. She is also a homeowner and resident of the Flatbush Neighborhood and lives in the proposed FPNI area. Currently she has three children attending New York City Public Schools. Ms. Momplaisir-Ellis has also served as the PTA President at Hudde Middle School for two years and served on the Student Leadership Team with the principal for three years to help increase parent involvement and the use of data to promote student success.

Professional Accomplishments and Contributions

Ms. Momplaisir-Ellis has worked for CAMBA for seven years as the senior manager of CAMBA's home visiting programs. She provides oversight for all aspects of the program including a \$1.5 million budget. She earned her BA and M.P.H. from Columbia University. Ms. Momplaisir-Ellis is also an adjunct professor at the New York City College of Technology. Since 2006, she has taught courses in the Human Services Department. Ms. Momplaisir-Ellis serves, or has served, as a CAMBA representative on the following Boards or Committees: Healthy Start Advisory Board; Brooklyn Healthcare Improvement Project; Hope and Healing Advisory Committee; City Wide Coalition to End Infant Mortality; and the Brooklyn Perinatal Care Consortium.

Ms. Momplaisir-Ellis has been instrumental in facilitating and forming the following advisory groups: chaired the NYC Healthy Families Coalition; recruited partners for the FPNI; and served as co-chair of the Brooklyn Healthy Families Advisory Group.

Alicia Espinoza is CAMBA's Program Director for Human Resources/Performance-based Management Systems. She will also serve as the Director of Data Information Systems for the FPNI. During Ms. Espinoza's eight-year tenure at CAMBA, she enhanced, integrated and continues to oversee the organization's outcome-based position description and performance appraisal systems. She collaborates with CAMBA senior management/program staff to manage and continuously identify expected stakeholder results for all CAMBA positions. She also oversees the implementation and use of Enginuity, CAMBA's centralized client case management and tracking database for all of CAMBA's contracts, programs and services. In addition, Ms. Espinoza works collaboratively with management staff to develop policies and procedures to enhance the delivery of performance management system services across the

organization. Ms. Espinoza is the liaison who partners with CAMBA's enterprise solution provider Adsytech, Inc. As such, she oversees the system administrative functions needed to configure, deploy and support the Enginuity Database to meet the client management and reporting needs of CAMBA programs. Ms. Espinoza earned her Master of Public Administration from New York University and her Bachelor of Business Administration from The City University of New York Bernard Baruch College. She will be responsible for the planning and development of FPNI's longitudinal data collection and take the lead in developing the project's needs assessment and segmentation analysis in conjunction with the Center for the Study of Brooklyn. She will (1) adapt/expand CAMBA's Enginuity, a longitudinal data information management system, to track all of FPNI continuum solutions/services; (2) plan and coordinate system deployment to ensure collaboration and data sharing/access in FPNI; and, (3) develop policies and procedures to enhance the FPNI's utilization of student achievement data to strengthen schools in the FPNI.

Dany Cunningham has been CAMBA's Director of Community Affairs for almost eleven years. Before joining CAMBA, he had 10 years of experience in state government. He has long-standing, deep relationships with a number of neighborhood asset leaders, including elected officials, local government, law enforcement, and a wide variety of community- and faith-based organizations. He will be the FPNI Community Outreach Coordinator. He will engage residents in on-going partnerships, integrate them into Continuum of Solutions teams/committees, establish linkages with community based organizations to provide FPNI services and integrate neighborhood assets into the continuum of solutions.

Director of Fundraising and Marketing (TBH). The person filling this position is expected, under general direction, to direct and coordinate four or more development programs for the

organization, including foundation and corporate fundraising; City, State, and federal government fundraising; special events; and marketing and communications. S/he will coordinate donor cultivation and solicitation activities with the FPNI Director and the Advisory Board; develop a business plan that identifies public and private funding resources/streams to implement activities outlined in plan; develop an action plan for scaling up FPNI; in consultation with the FPNI Director, oversee the FPNI's marketing and communication activities, including public relations materials to enhance/brand image and promote FPNI's fundraising opportunities; and oversee all fundraising operations and manage the work of direct reporting staff, volunteers, and consultants.

School Liaison (TBH). The person filling this position is expected, under general supervision, to (1) interact with FPNI participants, their families, the community-at-large, and school administrative personnel to engage them in school reform and continuum of solutions; (2) assist Education Specialist to research and map State early learning and development standards to increase academic achievements; and (3) help to identify best practices in supporting transition from early learning, elementary to middle grades, to high school, to college activities.

Bookkeeper (TBH). The person filling this position is expected, under close supervision, to (1) record and maintain financial transactions for the FPNI; and (2) conduct General Finance activities working as a team member including the day-to-day management of all FPNI cash services: cash receipts, accounts payable, and accounts receivable. The Finance Department prepares the comprehensive combined financial statements and prepares for and oversees the year-end financial audit, the A133 and all funder required audits. Due to the need for segregation of duties, for internal control, some duties may vary.

Phyllis Corbin will be FPNI's **Education Specialist Consultant**. In her new role, she will (1) guide and support CAMBA's efforts to strengthen school reform efforts at P.S. 269 and other schools and educational programs in the continuum of solutions; (2) research, assess and map State early learning and development standards to increase academic achievements; and, (3) provide oversight and assistance to the Seamless Integration of Learning Team to translate data and feedback from community residents into curricula development.

Relevant Experience

Ms. Corbin is a native of Brooklyn, New York and a product of New York City public schools. She has been an educator in the New York City public school system for 30 years and is the recently retired principal of P.S. 269. Ms. Corbin graduated Cum Laude from the City College of New York earning her Bachelor of Science Degree in education and received a Master's Degree in Reading from the University of Northern Iowa.

Professional Accomplishments and Contributions

In 1990, she was selected for the prestigious and highly competitive Principals' Institute at Bank Street College, a program for teachers who demonstrated exceptional leadership ability. On full merit scholarships, she received her administration and supervision training and earned an EDM (Master in Education) in 1991. In 2000, Ms. Corbin along with staff, parents, students and the entire neighborhood, launched P.S. 217's first annual Day of Peace Parade. In 2001, following the country's tragic attack, Ms. Corbin was awarded the Brooklyn Unity Award and a grant from "Teaching Tolerance Publications" for her Hope and Healing Project. She also co-authored *A Guide to Creating a School Wide Peace Program*.

Governance. CAMBA, as the lead applicant for the proposed Flatbush Promise Neighborhood Initiative, will bear responsibility for administering and monitoring the project

and for holding the project partners accountable. CAMBA is governed by a Board of Directors that is representative of the broader Brooklyn community. The Board of Directors is made up of community leaders who together have expertise in social services, community and economic development, legal, finance, and other areas that contribute to CAMBA's mission. Members of the Board represent a wide cross-section of Brooklyn's civic, professional and business leadership. Every Board member is committed to promoting CAMBA's mission and the success of the FPNI.

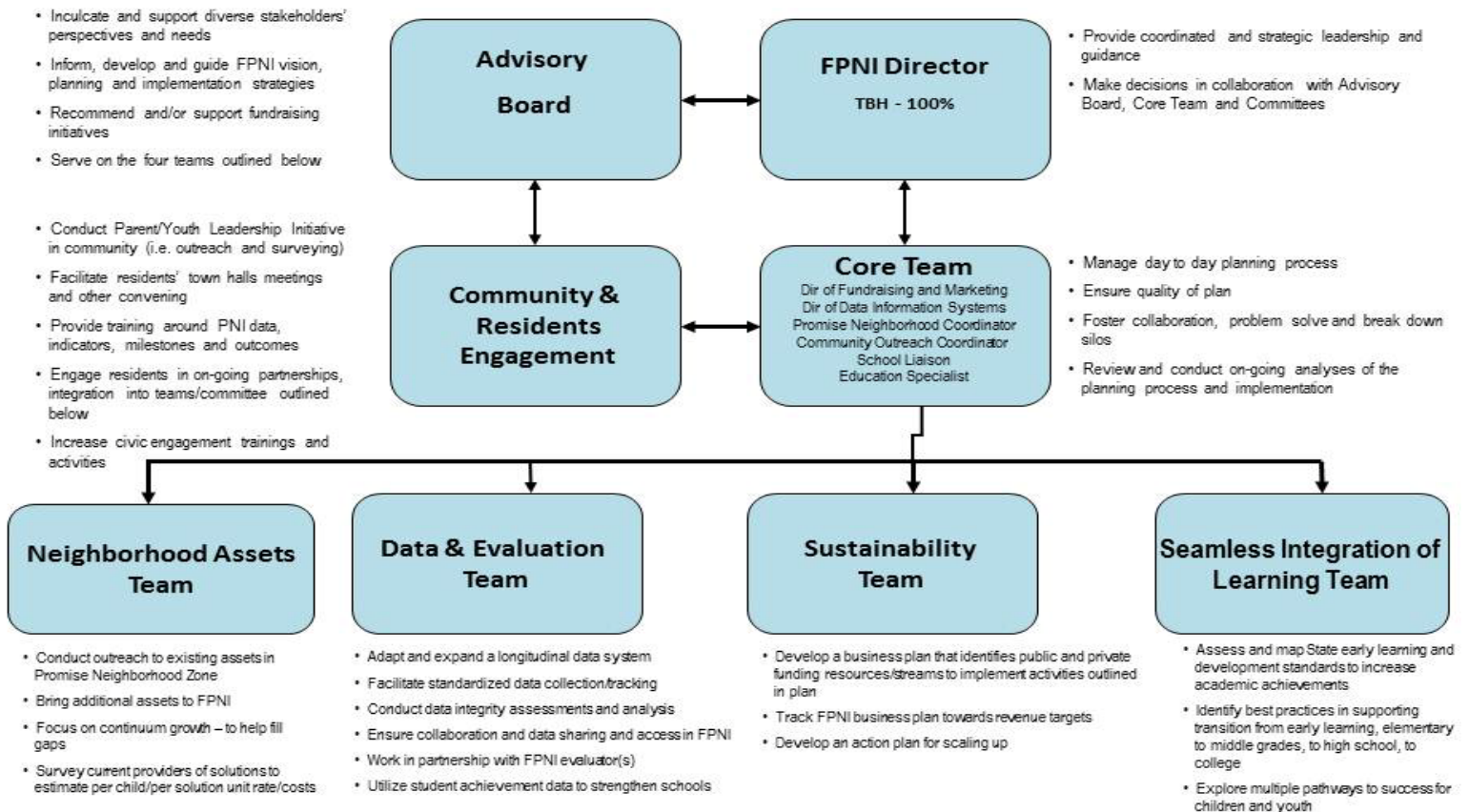
For the Flatbush Promise Neighborhood Initiative, CAMBA has established an Advisory Board that is representative of the geographic area and population that CAMBA and its partners are proposing to serve. It reflects the ethnic, socioeconomic, and cultural makeup of the target neighborhood and provides an active role in decision making for the community. The 23-member Advisory Board includes six residents of the geographic area CAMBA proposes to serve (parents of students at P.S. 269 and P.S. 361, the FPNI primary partner schools, and/or members of the Beacon Advisory Board and/or other local residents); three youth leaders from the Beacon Community Center that CAMBA operates at P.S. 269; the Principal of P.S. 269; the Principal of P.S. 361; Jumaane D. Williams, the NYC Council Member who represents Phase I of the Flatbush Promise Neighborhood Initiative; four representatives from CAMBA; and seven representatives from FPNI partner agencies.

As the lead agency, CAMBA will work with the Advisory Board to establish an agenda and to support the work of the partners in carrying out planning activities. The Advisory Board will inculcate and support diverse stakeholders' perspectives and needs; inform, develop and guide the FPNI vision, planning, and implementation strategies; and recommend and/or support fundraising initiatives. The Advisory Board will work closely with the FPNI Director who will

provide coordinated and strategic leadership and guidance to the project. The FPNI Director will oversee a Core Team that includes a Director of Fundraising and Marketing, a Director of Data Information Systems, a Promise Neighborhood Coordinator, a Community Outreach Coordinator, a School Liaison, and an Education Specialist Consultant. This staff will serve together with Advisory Board members on Teams tasked with addressing key components of the initiative. The Teams will include the Neighborhood Assets Team, Team, Sustainability Team, and Seamless Integration of Learning Team (see Figure 4 below and Appendix J). The Neighborhood Assets Team will conduct outreach to existing assets in the Promise Neighborhood, bring additional assets into the FPNI, focus on continuum growth and filling gaps, and survey current providers of solutions to estimate per child/per solution unit rates/costs. The Data and Evaluation Team will adapt and expand CAMBA's Engenuity, a longitudinal data system; facilitate standardized data collection/tracking; conduct data integrity assessments and analyses; ensure collaboration and data sharing and access in the FPNI; work in partnership with FPNI evaluator(s); and utilize student achievement data to strengthen schools. The Sustainability Team will develop a business plan that identifies public and private funding resources/streams to implement activities outlined in the plan, track FPNI business plan progress towards revenue targets, and develop an action plan for scaling up. The Seamless Integration of Learning Team will assess and map New York State early learning and development standards to increase academic achievements; identify best practices in supporting transition from early learning to elementary grades, from elementary to middle grades, from middle grades to high school, and from high school to college; and explore multiple pathways to success for children and youth.

Figure 4

**Flatbush Promise Neighborhood Initiative (FPNI)
Governance Organizational Chart with Functional Roles**



As introduced in the Project Design section, during the planning year FPNI will engage partners and other community stakeholders by holding monthly advisory and community meetings (see Figure 5 below).

Quarter 1:

CAMBA will plan a New Year's FPNI Launch Event and make an announcement to the community. FPNI will convene partners and finalize membership for the Advisory Board. FPNI Core Team members will be hired for unfilled positions. Town Hall meetings will commence. The Data and Evaluation Team (DET) in conjunction with the Center for the Study of Brooklyn (CSB) will develop needs assessment instruments and tools and begin to conduct focus groups

and administer surveys. The Neighborhood Assets Team (NAT) will begin their outreach efforts to engage community leaders in the planning process. The Sustainability Team (ST) will begin preliminary work on the project's business plan and begin to identify and secure resources. The Seamless Integration of Learning Team (SILT) will invite educators representing all levels of education (from cradle-to-college/career) to participate in dialogue, planning, and decision-making processes throughout the year. The SILT will also refine the Continuum of Solutions (CoS) by exploring additional opportunities and strategies that will benefit all children and youth along the continuum.

Quarter 2:

The Advisory Board will commence meeting on a monthly basis. Community level data collection for the needs assessment and segmentation analysis will be ongoing starting this quarter and extending into the 3rd quarter. Town Hall meetings will continue. The ST will create an action plan for scaling-up the Continuum of Solutions and continue to identify and secure resources. The DET and CSB will continue to develop needs assessment tools, and conduct focus groups and surveys. The SILT will continue to work with educators representing all levels of education (from cradle-to-college/career) to participate in dialogue, planning and decision-making processes as in Quarter 1. The SILT will also continue to refine the CoS by exploring additional opportunities and strategies that will benefit all children and youth along the continuum.

Quarter 3:

Advisory Board and Town Hall meetings will continue. Data collection for the needs assessment and segmentation analysis will be completed. The DET will complete focus groups and surveys and begin to conduct data analysis. The NAT will begin to expand the CoS to fill

gaps. The ST will complete development of an action plan for scaling up the CoS and will continue identifying and securing resources. The SILT will continue to work with educators representing all levels of education (from cradle-to-college/career) to participate in dialogue, planning and decision-making processes. The SILT will also continue to refine the CoS by exploring additional opportunities and strategies that will benefit all children and youth along the continuum.

The Core Team will develop an implementation plan and prepare to submit an implementation grant application. The DET will conduct a data analysis and share findings with the Advisory Board, community members and others.

Quarter 4:

The development of an implementation plan and application will be completed. Advisory Board and Town Hall meetings will be ongoing. The DET will complete its data analysis. The NAT will continue to expand the Cos to fill gaps. The ST will continue to identify and secure resources. The SILT will continue to work with educators representing all levels of education (from cradle-to-college/career) to participate in dialogue, planning and decision making processes. The SILT will also continue to refine the CoS by exploring additional opportunities and strategies that will benefit all children and youth along the continuum.

Figure 5

Flatbush Promise Neighborhood Initiative (FPNI) Timeline

Core Objectives/Team Activities	Timeline: Planning Year			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Governance <ul style="list-style-type: none"> Inculcate and support diverse stakeholders' perspectives and needs Inform, develop and guide FPNI vision, planning and implementation strategies Recommend and/or support fundraising initiatives 	Convene partners and finalize Advisory Board Hire Core Team members	Conduct Need Assessment/Segmentation Analysis Advisory Board Meetings	Develop Implementation Plan/Application Advisory Board meetings	Advisor Board meetings
Community Engagement <ul style="list-style-type: none"> Conduct Parent/Youth Leadership Initiative in community (i.e. outreach and surveying) Facilitate residents' town halls meetings and other convening Provide training around FPNI data, indicators, milestones and outcomes Engage residents in on-going partnerships, integration into teams/committees Increase civic engagement trainings and activities 	New Year's FPNI Launch Event and announcement to community Town Hall meetings	Town Hall meetings	Town Hall meetings	Town Hall meetings
Data & Evaluation Team (DET) <ul style="list-style-type: none"> Adapt and expand a longitudinal data system Facilitate standardized data collection/tracking Conduct data integrity assessment and analysis Ensure collaboration and data sharing Work in Partnership with FPNI evaluator(s) Utilize student achievement data to drive results 	Develop Needs Assessment Tools Conduct focus groups and surveys	Conduct data analysis		
Neighborhood Assets Team (NAT) <ul style="list-style-type: none"> Conduct outreach to existing assets in Promise Neighborhood Zone Bring additional assets to FPNI Focus on continuum growth – to help fill gaps Survey current providers of solutions to estimate per child/person/unit rate/costs 	Outreach and engage asset leaders in planning Develop business plan	Develop action plan for scaling up COS	Expand Continuum of Solutions to fill gaps	
Sustainability Team (ST) <ul style="list-style-type: none"> Develop a business plan that identifies public and private funding resources/streams to implement activities outlined in plan Track FPNI business plan towards revenue targets Develop an action plan for scaling up Continuum of Solutions (COS) 	Identify and secure resources Invite educators from across multiple domains such as early learning, kindergarten, elementary, middle, high school, and post-secondary to participate in dialogue, planning and decision-making process			
Seamless Integration of Learning Team (SILT) <ul style="list-style-type: none"> Assess and map State early learning and development standards to increase academic achievements Identify best practices in supporting transition from early learning, elementary to middle grades, to high school, to college Explore multiple pathways to success for children and youth 	Explore opportunities and strategies that help children and youth benefit from the continuum of cradle-through-college-to-career solutions identified			

(D-2) Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.

The ability to make data-informed decisions in real-time is essential to remaining competitive in today's marketplace. Data also provides agency leaders with the tools they need to assess their programs for effectiveness. Throughout CAMBA's 34-year history of service delivery, data has been a key driver to determine whether to expand a program or to discontinue a service. Thus, the Flatbush Promise Neighborhood Initiative (FPNI) will benefit from leveraging and adapting Enginuity, CAMBA's centralized client tracking and management system as their longitudinal data system. Therefore, a goal during the planning year will be to work with FPNI partners to develop procedures to enable an exchange of data among the partners/service providers represented on the continuum of solutions. Additional planning year

tasks will include integrating and aligning compliance standards among solution providers with the Health Insurance Portability and Accountability ACT (HIPAA), the Family Educational Rights and Privacy Act (FERPA), and other privacy laws and regulations.

CAMBA's Electronic Client Case Management Solution Overview:

In 2004, CAMBA was introduced to Adsystech, Inc., a private systems engineering and integration Information Technology and Enterprise solutions provider since 1987. Adsystech offers organizations customizable electronic DotNet solutions to track, monitor, analyze and improve program management and results. As development partners, working in collaboration with Adsystech, CAMBA deployed their Adaptive Enterprise Solution (AES) titled Enginuity in 2006.

The essence of CAMBA's Enginuity deployment was to develop more effective measures to determine the full impact of CAMBA's services on its clients and to relate staff performance to client outcomes. CAMBA began pilot testing client outcomes tracking in its Youth Development and Workforce Development programs initially. To date, CAMBA has integrated three homeless shelters, four supportive housing programs, two eviction prevention sites, one federally funded diabetes program, and Learning to Work programs at four different public high schools into Enginuity. CAMBA staff receives training and on-going support in order to competently use Enginuity. CAMBA's goal is to ensure that the services provided to clients are documented and most importantly to demonstrate the success and achievements that clients are making as a result. Specifically, staff members currently use Enginuity to track client demographic data, client milestones, services provided, outcomes, service plans, and also case notes that are required. Management utilize Enginuity to assess client needs, gaps in services, and compliance issues; to improve their program design/service delivery methodologies; and to report to various City,

State and federal funders such as the U.S. Department of Housing and Urban Development (HUD).

Thus, CAMBA will continue to utilize and share its eight years of experience configuring and integrating electronic case management information solutions in order to support the Flatbush Promise Neighborhood Initiative (FPNI). CAMBA's objective is to expand its existing Enginuity solution by providing members of the FPNI that lack access to an electronic case management database access to a solution that has been field tested and utilized by numerous continuums of care providers on the East and West coasts. CAMBA's Enginuity system is a relational database that has Open Database Connectivity (ODBC), whereby it can connect with other databases. So as to ensure that there is no reinvention or duplication of existing systems, and to build the capacity to evaluate students' educational outcomes, CAMBA plans to work closely with City agencies, such as the NYC Department of Education and the NYC Department of Youth and Community Development, to gain access to student level educational achievement data. CAMBA will also work with Adsystech to build data bridges, conduct data migration, data imports and/or exports as well. For parents, students and other community members, the agency will explore expanding the system to grant them access to a message board or web portal so that they can access information or do basic data entry themselves.

In order to grant members of FPNI access to CAMBA's Enginuity solution, the following tasks will be needed:

- Identify the number of member agencies of the FPNI that need access to a solution along with members who already have a legacy system.

- Identify all relevant data components/indicators to be tracked by each member agency involved in the FPNI that are needed to validate the quality of the program design and services.
- Identify the types of infrastructure and technology investment that will be needed to support the expansion of Enginuity to FPNI collaborating stakeholders.
- Negotiate with Adsystech to secure the appropriate number of additional user seats (i.e., licenses) for stakeholder organizations and leverage CAMBA's existing relationship with Adsystech in support of this type of expansion.

Enginuity is a solution that has been rigorously field tested and utilized by city and state collaboratives to track and share critical data for segmentation analysis, benchmarking, dashboards, decision making and transparency, accountability and continuous quality improvements. Overall, by providing secured and customized access to Enginuity in a collaborative manner with members of FPNI, CAMBA will dramatically increase the number of community agencies that can be exposed to a nationally recognized and robust real-time client information system in a relatively short period of time. CAMBA, having already invested resources to build its expertise in implementing and managing client centric databases, will be able to incorporate key lessons learned thus far with stakeholders. Therefore, this type of organic expansion of the Enginuity solution within FPNI will help to also keep the up-front/on-going cost of system integration per member as low as possible. For example, FPNI stakeholders will be able to utilize existing standard report and customized question templates to track data elements such as number of children who are connected to the continuum, the services they receive, academic achievements, gains, attendance stats and graduation rates of young people served. By expanding the current Enginuity solution beyond CAMBA programs to include the FPNI continuum, CAMBA will also help to facilitate more streamlined,

coordinated and automated processes for internal and external referrals of clients among multiple social service providers.

Enginuity, in addition to case management also has other functional components such as Calendaring for scheduling appointment for clients, Global Positioning System (GPS) and Geographic Information System (GIS) for mapping various service delivery touch points, swipe cards that track services received by clients and/or smart form intelligent character recognition technology that reduces the manual data entry required by staff. Thus, Enginuity will help various stakeholder groups in FPNI to achieve levels of efficiency and effectiveness as they work to support and assist young people to develop and achieve success.

CAMBA has a team of skilled database system administrators with significant knowledge of the Enginuity data structure and configuration needed for program set-up. This team is responsible for the customization and system testing, verification, integration, and deployment locally. CAMBA's local system administrators are also supported by a dynamic technical support and database administrative team at Adsystech that continuously seek to enhance, troubleshoot, and provide capacity building and on-going training needed locally.

Finally, in June 2011, Adsystech, CAMBA's Enginuity database provider, became one of only two national vendors to be recognized by the U.S. Department of Housing and Urban Development as a HUD Certified Client Management System on the latest HUD dataset, version 4, for HCAs (Housing Counseling Programs). Nationally there are only five vendors certified on the latest HUD dataset, three of which are used for exclusive systems only.

CAMBA's Performance-based Management System

Over the past eight years, CAMBA has solidified the implementation of its performance-based management system (PBMS). The process involves the following three major components:

- An electronic, real-time client management system for tracking short- and long-term client milestones and outcomes. This enterprise solution helps CAMBA to track all relevant data elements for specific programs that prove efficacy and shows the linkage between employees' performance and client results in one central repository.
- RESULTSbased Position Descriptions that demonstrate success and articulate the essential duties, competencies, and expected stakeholder results desired of each staff member.
- An employee performance appraisal system that measures and offers employees formalized feedback regarding their impact and contributions.

To build its PBMS, CAMBA partnered and contracted with The Rensselaerville Institute (TRI), an educational think tank with over 35 years of expertise helping organizations develop and achieve results- orientated outcomes. Through this contract, CAMBA began using a Performance Target Outline Framework, an Outcome Management Document, and an electronic enterprise/database solution to facilitate its outcome thinking and practice agency-wide. CAMBA developed and adopted an outcome management philosophy, vision statement and approach. CAMBA also created Result-based position descriptions and performance appraisals to strengthen its human resources capacity to support effective service delivery and professional development. Additionally, CAMBA researched various tools in order to collect, track, manage and report on client demographic information, milestones, targets and outcomes.

Commitment to Work with Evaluator. CAMBA examines findings from evaluations to improve, expand, or discontinue programs; communicate with participants and community members; and develop resources to sustain programs. The Data and Evaluation Team will work directly with the national evaluator and negotiate appropriate services with a local evaluator, Metis Associates, with whom CAMBA has had an extensive partnership. CAMBA has worked with national and state evaluators in the past and will be pleased to work with Promise Neighborhood evaluators.

(D-3) Creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.

CAMBA has a longstanding history in Brooklyn and beyond. CAMBA's services are far reaching and its programs have positively impacted the communities and families that the agency serves for over thirty years. CAMBA's positive outcomes for vulnerable populations are a result of the agency's keen ability to coalesce community partners to help them accomplish their work. For the Flatbush Promise Neighborhood Initiative (FPNI), formal and informal partners include: P.S. 361/269 Elementary Schools, Kings County Hospital Center; Enterprise Community Partners; Greater Brooklyn Health Coalition; Community Healthcare Network; St. Mark's Head Start; New York City Children's Services; New York City Human Resources Administration/Department of Social Services; Brooklyn District Public Health Office, DOHMH; NYC Council Member Jumaane D. Williams; Center for the Study of Brooklyn; Young Adult Borough Center at Erasmus Hall Campus; Brooklyn Museum; Brooklyn College/School of Education; Brooklyn Educational Opportunity Center; Kings County District

Attorney's Office Back On Track; NY State Assemblywoman Rhoda S. Jacobs; the New York City Police Department's 67th Precinct; Metis Associates; and the Brooklyn Arts Council.

Theory of Change/Theory of Action.

CAMBA, Inc. is a 501(C)(3) non-profit agency that provides services that connect people with opportunities to enhance their quality of life. CAMBA's overarching vision is one where Brooklyn is a more economically viable and safer community in which residents identify and fulfill their individual health and development needs, support themselves and their families financially and emotionally, and contribute to their community culturally, politically, and socially. CAMBA envisions a community in which parents and caregivers understand age-appropriate child development and use positive parenting to support their children and take an active role in their children's education. Adults and families will be economically stable, have basic literacy, civic, financial, educational, life, and numeracy skills and access to appropriate career options. Youth will have age appropriate academic, emotional, social, economic, and life skills to succeed in college and careers and to become self-directed members of society who make responsible and healthy choices.

As the lead applicant for the Flatbush Promise Neighborhood Initiative, CAMBA will be responsible for overseeing all planning activities, holding all partners accountable for results, maintaining fiscal management, and ensuring fidelity to the process and outcomes delineated in the grant application and MOU. To manage and oversee the Promise Neighborhood, CAMBA will assemble a team including a FPNI Director, a Promise Neighborhood Coordinator, a School Liaison, a Director of Data Information Systems, a Community Outreach Coordinator, a Director of Fundraising and Marketing, a Bookkeeper, and an Education Specialist Consultant.

Shared Vision. CAMBA, key stakeholders, community partners, and residents are committed to the planning, development, and implementation of the Flatbush Promise Neighborhood Initiative. Each partner has agreed to the following guiding principles:

- The Flatbush Promise Neighborhood Initiative will promote improved educational and developmental outcomes for children and youth; build a college-bound and career-centered culture in the neighborhood; and support families in raising children in an environment that fosters their growth, development and achievement.
- The success to be achieved as a result of the Flatbush Promise Neighborhood Initiative's citywide collaboration of community partners and stakeholders will significantly increase the impact on children and youth – more than if individual partners were working on their own.
- The Flatbush Promise Neighborhood Initiative is guided by open communication, transparency in intention, and shared decision-making.
- Each partner and stakeholder brings forward their own culture, philosophy and specialized knowledge, thereby promoting diverse perspectives and solutions for the neighborhood.
- The long-term result of the Flatbush Promise Neighborhood Initiative over the coming 5-10 years will be the development of great schools; the dropout rate will significantly decline and the high school graduation rate will increase to 90%; students will be prepared to enter college or the workforce; families will have the support they need to survive and thrive, and Flatbush will become an economic epicenter.

(D-4) Integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.

Community and Partner Commitment and Scale-Up. CAMBA's Executive Director will work closely with the Director of Fundraising and the Sustainability Team to research and identify additional funding streams to support the development and implementation of the Flatbush Promise Neighborhood Initiative. Partnership assets will also be leveraged to support the planning and Phase I implementation. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] In addition to financial commitments, a number of FPNI partners currently operate high quality programs that may become part of the finalized implementation plan.

CAMBA has demonstrated its capacity in the past to integrate multiple funding streams as evidenced by the over 150 programs the agency already operates in six interrelated Program Areas – Education and Youth Development, Economic Development, Family Support Services, HIV/AIDS Services, Housing Services and Development, and Legal Services. As illustrated above in figure 3, CAMBA already operates a wide variety of educational and family and community support programs that will form the backbone of the FPNI Continuum of Solutions. CAMBA has a formal internal referral system that ensures that any client who enters CAMBA's continuum of programs is connected with the holistic array of services s/he may need to become self-sufficient. CAMBA will expand this referral system to encompass the programs offered by

all of the FPNI partners. A review of the Continuum of Solutions in Figure 3 also illustrates CAMBA's strength as an agency to create educational programs and sustain them over time. For example, at Beacon 269, CAMBA has leveraged City Tax Levy funding, State dollars, and federal funds that support schools and nutrition in order to provide year round services. Another key element is the Healthy Families Initiative, which CAMBA has operated since 1996. Through Healthy Families, CAMBA offers home visiting services to prenatal mothers, with these supports available until the child's fifth birthday. With the elements CAMBA has created by integrating a variety of funding streams, the FPNI will truly operate from the cradle to college and career.

The Flatbush Promise Neighborhood Initiative stands ready to seize this opportunity to create and eventually replicate a Promise Neighborhoods model in Flatbush and beyond. The Advisory Board has been meeting since February and will work closely alongside of the FPNI Director and the Core Team to bring the proposed continuum of solutions to life on behalf of the hundreds of children and families to be served.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Planning Grant Priority 5 (Competitive Preference) Quality Internet Connectivity

To meet this priority, an applicant must propose to develop a plan to ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband Internet access effectively, and a connected computing device to support schoolwork.

CAMBA and its partners in the Flatbush Promise Neighborhood Initiative will work to ensure that all children and youth in the target area will have access to the continuum of solutions needed to graduate from high school, college and be career ready. Access to broadband Internet service and a connected computing device to support almost all children at home and at school is a critical part of the solutions. Equally important is that students have the knowledge and skills to use broadband Internet effectively to fully participate and compete in the 21st century society.

As part of the planning year, the Flatbush Promise Neighborhood Initiative will conduct a needs assessment to determine how many children in the target neighborhood do not have access to broadband Internet service at home, at school, or in the community and to assess the skill level of youth in using the Internet effectively to support their schoolwork. As a starting point, students attending P.S. 269 have access to technology during the school day. Computers are located in each classroom (with Internet access), the technology lab, the teacher resource room, and the library media center. The library media center has twenty-four computers with Internet access. The library has flexible hours to accommodate class and individual visits throughout the day. The school also has Smartboards in all 5th grade classes, the Eagle classes and two rooms that support small group instruction. In addition, through the Beacon Center at P.S. 269 there is an additional technology center with 24 computers with Internet access that is used by elementary and middle school students in project-based learning activities in the after-school program. High school students use the center for research for school work, the college search and application process on the weekends, and the center has the capacity to expand usage. FPNI will survey area schools, parents, library branches, community organizations, and houses of worship, to gather specific information regarding Internet availability, hours of access, and barriers to expanded access. Local commercial sites like community recreational rooms in housing developments, or laundry facilities will be explored to assess the feasibility of creating appropriate Learning Internet Cafes in those locations. The FPNI will research and select age and developmentally appropriate tools for assessing student knowledge and skill in using the Internet. FPNI will survey parents regarding access in the home, through schools, all FPNI partners and other community partners. A sample of student skill assessment will be conducted through student self-assessments, teacher surveys and parent surveys. Youth involved in the

leadership community engagement will be critical in surveying middle school students and peer high school students both in the area of access and in student self-assessments.

A factor to be considered regarding why children in the target area may not have access to broadband Internet is cost for service. According to CAMBA's research, three broadband providers service the Flatbush Neighborhood: Verizon, Broadview, and CableVision. The monthly fees ranged from \$39.99-59.00 for Verizon, to \$29.99-59.99 for Broadview and Cablevision. A barrier to obtaining broadband service for many low-income families may be poor credit ratings and long-term contract requirements. CAMBA's research also revealed that to purchase a computer the cost varies greatly from \$637.00 to \$1,248.00. A color printer would further drive up the cost from \$159-\$500 for a quality ink-jet printer. CAMBA will explore available resources and options to increase home usage such as programs that offer reduced price computers to low-income families such as Per Scholas, partnership with providers based in the area, and working with families on home budgets and creating priorities in limited discretionary spending. Another factor FPNI will examine is the potential to increase the usage of cell phones and hand held computing devices (smart phones, iPads) that have Internet service to support educational purposes. A significant percentage of the older youth in the FPNI area have cell phones and youth use them for accessing social media communication in addition to texting. FPNI will conduct a limited survey of students during the assessment period to determine 1) how many children have and use their phones instead of, or in combination with, computers to access the Internet (whether for social purposes or to support their academic studies), and 2) how often and how many hours students spend on their hand held devices.

Once the data has been collected and analyzed, and FNPI has a greater sense of the level of needs, the partners will come together to prepare a phased plan of action.

Planning Grant Priority 6 (Competitive Preference) Arts and Humanities

To meet this priority, an applicant must propose to develop a plan to include opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood. Applicants may propose to develop plans for offering these activities in school and in out-of-school settings and at any time during the calendar year.

The vision of the Flatbush Promise Neighborhood Initiative is to support the transformation of a distressed community into a neighborhood of opportunity—to create an environment where children, youth, and adults of all ages can thrive. As part of this vision, CAMBA and its partners will work to increase opportunities for children, youth, and families to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood, in school and out-of-school settings, and at any time during the calendar year. To embed Arts and Humanities focus throughout the planning year, the FPNI includes Arts organizations such as the Old Stone House and the Brooklyn Arts Council. See following descriptions for each group in the order listed.

- The Old Stone House, a.k.a. the Vechte-Cortelyou house, was originally built as the centerpiece of a wealthy farmstead along the Gowanus Creek in 1699. In August 1776, OSH was the site of some of the most intense fighting of the Battle of Brooklyn, the largest battle of the American Revolution. Teaching materials are designed to support the New York State Social Studies curriculum and use both visual arts and theater as tools

for teaching literacy and communicating information. Current on-site programming interprets the Dutch/English colonial period in Brooklyn, the American Revolution, and the development of Brooklyn from farmland to city during the second half of the nineteenth century. Past collaborations include: NYC DOE's Teaching American History Grant, Gotham Center for NYC History, Gilder Lehrman Institute as well as partnerships with the Brooklyn Museum and the Brooklyn Historical Society. The Old Stone House's educational program is dedicated to creating inquiry-based activities for children and adults that help individuals make connections to daily life during the 17th and 18th centuries.

- The Brooklyn Arts Council (BAC) is the arts council for the borough of Brooklyn. They bring leadership and energy to every part of Brooklyn's art scene, supporting and connecting it all. They are driven by their impassioned belief in the intrinsic value of the arts and artists, as well as what they can do. Art has a unique ability to bridge cultures, inspiring positive transformation in individual lives and entire communities. BAC gives grants, presents free and affordable arts events, trains artists and art professionals, teaches students, incubates new projects and promotes artists and cultural groups across the borough. Brooklyn's cultural anchor since 1966, BAC has also been the catalyst helping the arts community grow. They continually evaluate and evolve what they do to meet the changing times, and keep their commitment to community engagement, diversity and inclusion when it comes to the arts in Brooklyn. As a part of the Flatbush Promise Neighborhood Initiative, the Brooklyn Arts Council will provide arts and humanities programming for children and youth, as well as professional development opportunities

for teachers at P.S. 269 and P.S. 361. As a part of this commitment, BAC will devote in-kind staff to attend regular planning meetings.

These arts organization will participate in planning on FPNI teams, particularly in Neighborhood Assets as FPNI expands and works with other neighborhood art providers and Seamless Integration of Learning. Surveys to neighborhood residents will include questions regarding their access and frequency of participation in arts and cultural activities for children, youth and families. The FPNI will look to identify and map existing in school, after-school, summer and other art and humanities current offerings. For example, during the school day, P.S. 269 collaborates with groups such as Studio in a School, and Marquis Studio to support literacy standards. CAMBA and the Brooklyn Arts Council work together during after-school time to enliven the educational experiences of children and youth at Beacon 269 through “club model workshops” and specialist programming that facilitate learning that is connected to but different from the school day. These arts activities help increase expressive language, and build vocabulary and concept comprehension, particularly for English Language Learners. Brooklyn Arts Council also provides high qualified artists to teach in a club model where youth choose their area of participation such as piano instruction, drumming, and playing the keyboard to middle school students. After-school and during holiday school breaks, Beacon 269 middle schools create their own short documentary films with the guidance and support of Tribeca Teaching Artists. The films, debuted in a citywide film festival, explore the students’ own neighborhoods and their relationship with their world.

In addition to all of the above described resources, CAMBA also operates a Shona Sculpture Gallery in the Flatbush Neighborhood. Believed to be the largest collection of Shona

sculpture in the United States, CAMBA's gallery provides educational programming on African sculpture and art for children, youth and families and will continue to do so as a part of the FPNI.

Once the data has been collected and analyzed, and FNPI has a greater sense of the level of existing assets and opportunities, the FPNI will prepare a phased plan of action to identify solutions to expand and/or create new resources to fill gaps.

Planning Grant Priority 8 (Invitational) Family Engagement/ Adult Education

To meet this priority, an applicant must propose to develop a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement.

The vision of the Flatbush Promise Neighborhood Initiative is to support the transformation of a distressed community into a neighborhood of opportunity—to create an environment where children, youth, and adults of all ages can thrive. As a part of this vision, CAMBA seeks to create an environment in which all adults have the knowledge and skills they need to compete in the 21st Century job market and in which parents and care givers can be fully engaged in their children's education. During the planning year, part of the needs assessment will include surveying local adults and out-of-school youth to determine their levels of educational attainment and to better define the resources they need to reach higher levels of education and capacity. The Neighborhood Assets Team will focus in part on identifying gaps in

adult educational resources, finding existing assets that can help fill those gaps, and defining the funding needs to build a complete continuum of adult education programming. One known gap is in family literacy, where resources have diminished in recent years. The FPNI will work to identify assets and new funding to fill this gap.

CAMBA has already established partnerships with providers who can help deliver high quality adult education services. For example, the Brooklyn Educational Opportunity Center (BEOC) has been providing academic and career education and training services since 1966. Their mission is to ensure access to higher education and promote economic self-sufficiency to New York State residents striving to attain knowledge, acquire work skills, and achieve career goals through instruction and continuous learning. As a part of the FPNI, BEOC will provide adult education services, including English for Speakers of Other Languages (ESOL) classes, so that parents can participate more fully in the education of their children. They will also provide an alternate pathway for youth to earn a high school diploma as well as to enter college.

CAMBA itself has been providing adult education for over 25 years and has the capacity to offer a broad range of adult education and literacy programs to families in the target area. CAMBA will expand its outreach efforts to ensure that all adults who desire to enroll in adult education classes have access, opportunity, and the support to participate. As evidenced by the following examples, CAMBA's Adult Education and Literacy programs are positively transforming the lives of its participants.

- Since 1983, CAMBA began offering **high quality adult literacy services** including English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE), and Civics Education classes funded by the New York State Education Department (NYSED) and the New York City Department of Youth and

Community Development (DYCD). Nearly 1,200 adults with low literacy levels, predominantly immigrants from the Caribbean, Latin America, Eastern Europe, Asia, and Africa, as well as other adults with low literacy levels, attend CAMBA's literacy classes. CAMBA's literacy classes target people who are not proficient in English and those seeking to improve their speaking, reading, writing, and math skills. Also, the classes are contextualized to address issues such as employment, technology, health, family, parenting, and use of community resources. Results are measures according to the standards set forth under the federal National Reporting System (NRS) and the New York State Education Department.

- In 2002, CAMBA also became a provider of **high quality youth development services** to low income, 16-21 year old out-of-school youth - made possible by the New York City Department of Youth and Community Development (DYCD). The Workforce Investment Act-funded contract provides low-income youth with individualized, long-term case management services, occupational training, job placement, educational assistance and other related services. To date, CAMBA's Out-of-School Youth program has placed over 200 participants into permanent unsubsidized jobs, advanced vocational training or college.
- In 2008, CAMBA began the **Young Adult Literacy (YAL) Initiative** at CAMBA's Adult Literacy Center to provide integrated literacy instruction, support services and internships to 16 -to-24-year-old individuals who are out of school, unemployed, and have a 4th grade reading equivalence. During the 2010-2011 academic year, the program enrolled 72 young people; offered 1,078 instructional hours; and provided 8,802 contact hours. Forty percent of the students increased

their Literacy skills; 50% improved their Numeracy skills; 7% enrolled in a GED class; 8% became employed or enrolled in a vocational training program.

During the planning process, the FPNI will look to build on this existing network to create sufficient capacity to ensure that all adults in the Promise Neighborhood have access to the education they need to compete for jobs that offer a better standard of living, to engage fully in supporting their children's education and to meet other critical life goals.

END NOTES

ⁱ Center for the Study of Brooklyn

ⁱⁱ Center for the Study of Brooklyn

ⁱⁱⁱ Comprehensive Educational Plan (CEP) Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2011-2B) January 2011

^{iv} Federal Reserve website: www.newyorkfed.org. Speech: The Road to Recovery: Brooklyn; 6/10/2011

^v Center for the Study of Brooklyn; State of NYC's Housing and Neighborhoods 2010, Furman Ctr for Real Estate and Urban Policy

^{vi} New York City's Multifamily Housing in Distress: A Report by University Housing Program; 4/28/2011

^{vii} Center for the Study of Brooklyn: Needs Indicators

^{viii} CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2011-2B) January 2011

^{ix} CEP P.S. 269; Section IV: Needs Assessment

^x Center for the Study of Brooklyn

^{xi} www.Fiver Foundation.org